

CHILDHOOD EDUCATION

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CHILDHOOD EDUCATION

Journal of the
INTERNATIONAL KINDERGARTEN UNION
 FOR THE ADVANCEMENT OF
NURSERY-KINDERGARTEN-PRIMARY EDUCATION

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CHILDHOOD EDUCATION, official organ of the *International Kindergarten Union* and the *National Council of Primary Education*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

Conditions in foreign countries and in our outlying possessions
 Songs, stories, handwork suggestions, and other "ready-to-use" material

News of persons, schools, and affiliated or related organizations

An index to current periodical literature

Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, the *Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education*.

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THE FIRST GREAT ADVENTURE

"And all over the country there are fathers and mothers whose loves, whose tears, whose hopes, whose regrets, whose ambitions go with the children"



Forward; March

VACATION is over! From the country places, from playgrounds and parks, from city streets and back yards, millions of little feet are moving toward the public schools.

Some of the children are happy to go to school again. Some are unhappy. Some are going for the first time, with fear, and with homesickness unspeakable. Some enter with enthusiasm as into a new game their mates have played before. All are wondering what sort of teachers they will have.

Well, whoever they are, and whatever they are, and wherever they come from, all the children deserve the best we can offer them. They have a right, as citizens in the making, to the kind of training our best teachers can give them.

In every school room in the United States they should find a well trained lover of children, with an understanding heart, a clear head, and a firm hand; with one ambition only, namely, to help them to know themselves and the truth and to consecrate all their powers to mutual service for the common good.

And all over the country there are fathers and mothers whose loves, whose fears, whose hopes, whose regrets, whose ambitions go with the children.

Some parents know they are sending their own failures to the school to be retrieved. Some are sending their successes to be tarnished, they fear, or impaired by public school conditions. Some parents are glad to get rid of the kids. Some are almost broken hearted over the first separation from the children who are dearer to them than life itself.

Children, teachers, parents, all should start the new school year fearlessly and with high enthusiasm.

Every year public schools have improved and will improve; every year public school teachers are better and will be better; every year a larger

number of parents believe more heartily in our public schools; *If and when, and as, they are out of political and sectarian control.*

Public Education is big enough and important enough for all American citizens to unite upon, without regard to color, race, or previous condition of servitude, of any kind, social, political, or religious.

God Bless The Public Schools of America!

HENRY TURNER BAILEY.

First Days in the Primary¹

LIZBETH M. QUALTROUGH

Assistant Superintendent of Salt Lake City Schools

WE SOMETIMES hear it said in praise or in defense of a teacher, "Well, she is young and enthusiastic at any rate." Now youth and enthusiasm are good things but they will not take the place of a careful, thoughtful study of the situation with a view to meeting its demands.

THE DAYS BEFORE THE FIRST DAY

Before the opening day of the school year the new teacher should become intimate with her new environment. If it be humanly possible she should spend at least a week in the community before school opens. She must begin the solution of her problem, at the latest, on the first day of school. But how can she begin to solve a problem she has never read, of whose data and conditions she is absolutely ignorant? She must make a start but it may be a bad start, one that will invalidate the possible progress of the whole year.

A teacher must know something of the possibilities and limitations of the environment in which she is going to work; something of the attitude of the community toward the school, the teachers, and education in general. She may be able to do much for the school through

the community, either by capitalizing an already good attitude or by creating one.

MAKING THE WORKROOM WORK

She must study the possibilities of the room in which she expects to live and work for the year. It may not, at first sight, seem at all hopeful, but many an unpromising room has bloomed into attractiveness under the creative genius of an enthusiastic teacher. Every teacher of experience understands the great moral power of beauty. Upon the character of the room they enter will depend, to a very considerable degree, the courtesy or crudeness of the behavior of the pupils. There will be something of fitting behavior to environment, not consciously, but intuitively.

A schoolroom is a workroom, not a drawing room. It should never lose a sense of its purpose, but its purpose does not necessitate ugliness or lack of harmony. On the contrary, it lends itself to order and beauty. Cleanliness, simplicity, and a lack of cluttering should characterize the schoolroom. A few good pictures, and these changed at intervals—for variety is the spice of life; a few potted plants; one or two of Mother Nature's wonderful bits of work for study; and windows, if curtained at all, curtained with the utmost simplicity in some soft-toned color used throughout the building. A patchwork curtaining in crude colors should be rigorously ruled out.

¹ Reprints of this article may be secured from the headquarters office of the International Kindergarten Union at 10 c. a copy, or 5 c. in lots of 25 or more.

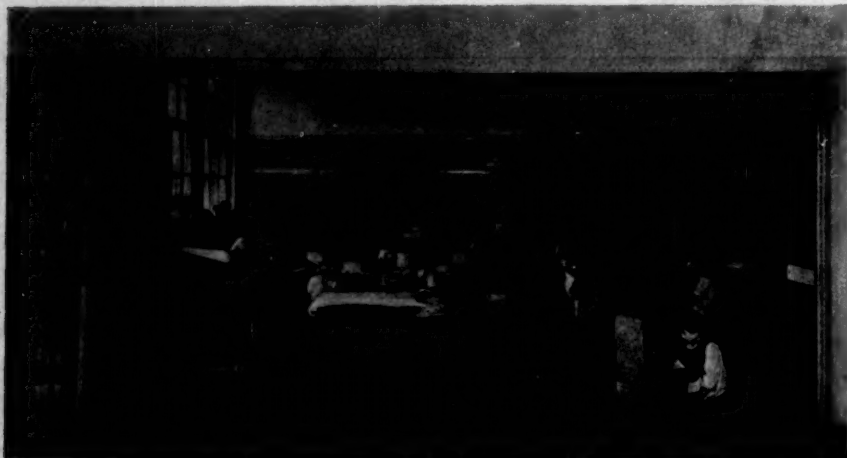
But the basic element in the success of this first day of the school year is the personality of the teacher, the quality and extent of her intellectual equipment, the strength and poise of her character, the wealth of her spiritual endowment. The preparation for the first day is a continuous growth throughout the years that lead up to it.

CREATING THE HUNGER

The experience of the first day should create a hunger in the mind of every

who has some knowledge of hungry young minds and who is intent on *feeding*, not cramming them.

The text studied that first day is, less the book and more the teacher. *You* will be the text that first day and you will be diligently studied,—be sure of that. How strong are you, how well poised, how genuine, how well equipped intellectually? The pupils do not word their queries in quite those terms but that they make them is evidenced by their stated conclusions: "No monkey



"UPON THE CHARACTER OF THE ROOM THEY ENTER WILL DEPEND, TO A VERY CONSIDERABLE DEGREE, THE COURTESY OR CRUDENESS OF THE BEHAVIOR OF THE PUPILS"

child for what each succeeding day of the school year may bring to him. A well developed hunger obviates the need for attendance laws and attendance officers. The hunger will not be for the same thing, or the needs will be individual, but it can be created for something. Such a hunger is rarely born of anything the child finds in the printed page. It is far oftener born of something that falls from the lips of an informed, enthusiastic teacher, a teacher in love with her work, with youth, with life; a teacher

business goes with her." "You can't make her mad." "She means what she says." "She *knows*."

The great work of the first day is to create *faith* in the hearts of your pupils; faith in *you*, in your ability to command the situation, in your sincerity and justice, in your interest in them, and in your possession of a well of knowledge at which they can slake the thirst of their minds. Children do want to know, but they do not always thirst for the things that teachers want to give them.

The intellectual equipment of the teacher today must be very much broader and deeper than that of the teacher a generation ago because of the enormous range of activities and interests of the younger generation.

FINDING THE VULNERABLE SPOT

Almost every child can be reached and held through some one strong interest and ultimately that interest will relate itself to other desirable interests, hence the first day of school should be devoted less to formal organization than to appeals to interests, to the throwing out of life lines to young minds. The teacher should be ready with a number of appealing calls to interest along different lines, the lines being determined in some instances by locality, sometimes by the age and character of the pupils perchance by the course of study.

The scientific appeal can be made through some delightful bit of nature study, something in which the teacher herself is much interested and *thoroughly informed*; the geographical appeal through some personal anecdote or reminiscence with vivid picturing and sprightly comment; the literary appeal through some gem of poetry well recited, not read, or some graphic, realistic bit of description involving action; the creative appeal might come through the discovery of a need in the schoolroom and a discussion of the means to meet it.

THE GOOD IN THE BAD LOCATION

Too many teachers, unfortunately, are considering the desirability or undesirability of their location for the year. Possibly *you* are lamenting that you have been sent to the East, the undesirable side of the city, where little dark-

eyed foreigners will lift questioning faces to yours. Do not lament, rather exult, for here you will find rich opportunities for human service. Here you can put something of beauty, gentleness, and culture into lives otherwise often sordid and ugly. Here you can put the flag into grimy little hands and love and reverence for it into ardent young souls. Here you may not succeed in covering as much of the "Course of Study" as will be covered on the "desirable side," but you will have done much to instill in young minds American ideals and standards of life, much toward a better citizenship for our country.

Have an interest outside of your classroom. Your classroom should claim the biggest and best part of you but you won't have any biggest and best if you have nothing outside. Most teachers need more culture, wider vision, greater depth of thought. Become interested in some line of thought or work that will enable you to make contacts with minds better than your own. Nothing will increase your power and vision like contact with superior minds. Always remember your job is much bigger than you are and that it is steadily growing so you must keep growing to come anywhere near fitting into it.

Long before the first day of school you must say to yourself, "Stand still, my soul, I would question thee."

What do I want to do for these children? Surely, I want to see that they acquire some knowledge else they will have no tools with which to work. But the tools will be of little value unless they know how to use them, so I must see that they have right methods of work. Then, too, the world demands good, efficient work so I must see to it that they acquire some skill. Good habits, too,

physical, intellectual, and moral must be established, but above all, I am concerned about attitudes. How can I establish in the mind of the child a right attitude toward government, toward work, his home, his school, his social environment? For upon his attitudes will depend his whole outlook upon life.

You may be called upon to bring into play whatever creative genius you are endowed with, and the more difficult your problem, the greater will be your opportunity.

The value of the first day's work will depend, not upon what has been gotten out of textbooks, not upon the amount



"THE FIRST DAY OF SCHOOL SHOULD BE DEVOTED TO APPEALS TO INTERESTS, TO THE THROWING OUT OF LIFE LINES TO YOUNG MINDS"

HOW TO BEHAVE LIKE A HUMAN BEING

Study your situation and material, animate and inanimate, and use your common sense. Don't be too pedagogical, too intellectual, or too sentimental; be *human* since you are dealing with humanity. Remember you will be facing a situation not a theory, no theory you have ever heard of may quite fit it.

of material organization secured, but upon the number of pupils who go home looking forward eagerly and joyously to the next day in school.

To secure such eager, joyous anticipation, fellow worker, your equipment must be broad and up-to-date. You must know and be interested in newer methods of education, not that everything that is new is good, but because nothing in this world is static. Change

is the great law of the universe. Change along every line of endeavor must meet changing conditions and changing needs. The point of view today in education was not the point of view even a decade ago and it will not be that of a decade hence. Strive to keep an open-minded, healthful attitude. "Give every man thine ear but reserve thy judgment." Welcome an innovation, *but not thoughtlessly*.

Teachers are sometimes too ready to accept, without question, new educational theories and policies, especially if they are put forward by educators of some reputation. It is well to give their theories a hospitable reception but "reserve your judgment," do some thinking for yourselves, analyze and bring to bear upon the new thing whatever critical judgment you may possess remembering that it is often but a theory and will remain one until time and wide application have put it to the proof.

THE SCIENTIFIC ATTITUDE

Some educators are prone to demand acceptance for their idea by wrapping it in the term, scientific. But scientists never accept anything as "science" until they believe it proved beyond the shadow of doubt and even then the history of science is the story of throwing into the discard the old "science" upon the dawning of new light.

Anyone who attempts to keep up with the mass of educational reading matter must be impressed with the idea that the teaching appetite has become somewhat jaded and needs constant and increasing

stimulation. The speed and restlessness of the age demand greater speed, more stimulation; so we have jazz in music, the erotic in the novel, free verse in poetry and, occasionally, a sort of go-as-you-please for the student in education.

When we remember that, within the memory of teachers now living and working, the theory of Herbart was the Alpha and Omega of educational thought we can hardly repress a smile. Not so many years ago the teacher who placed before the eyes of the child a wrong form, either in syntax or spelling, committed the unpardonable sin, but we are quite ready to do it now and the "meacupla" never enters our minds. We recall vaguely that there was once a Grube panacea and a Speer panacea for all the ills of arithmetic but we have long since thrown the bottles out and forgotten the labels.

It is in the noisy market place of new educational theories, policies, and methods that the successful teacher of today must stand open-minded, intelligent, poised. You must look forward to future needs as well as back upon past accomplishments. You must think about the new thing, consider it with regard to its origin, its practicability in the situation in which you find yourself, in the light of your past experience, in the light of its possibilities, but do not hurrah for it before you know anything about it, before you have thoughtfully weighed its possibilities and its limitations. It will have both; which will preponderate must be determined by experience. Of one thing be sure, it *will not* be a panacea.

First Days in the Kindergarten

OLGA ADAMS

University of Chicago

HOW do you begin? What do you do on the first day? Questions of this variety are asked over and over again by student teachers especially in the spring of the year when first, real positions are looming high on their horizons. These are stimulating questions for experienced teachers as well as for beginners. How does one begin? What preparations need to be made in order to set the stage for happy first days of school? What should the procedure be in these first days? I shall undertake to answer these questions briefly, dwelling on two important phases of the problem; first, the preparations to be made before school opens and second, the procedure to be followed after the children have arrived.

It is very necessary for a teacher to be entirely familiar with the situation in which she is to teach before the first day of school. She must know what supplies are on hand and their location in the cupboards. She must be informed concerning toilet facilities; school routine, especially that which relates to the entrance of new children; location of other rooms in the building; etc. Teachers going into new situations sometimes fail to take such matters into consideration and as a result are as ill at ease and distraught as a housewife attempting to cook in a strange kitchen. One of the best ways to acquire an "at home" feeling in a new room is to clean and

rearrange cupboards. No two people will arrange cupboards in the same way but one rule may well be kept in mind; i.e. materials which the children may get out for themselves and put away, such as scissors, paste, crayon, etc., should be kept on low shelves.

After having become familiar with the situation in which she is to work the teacher's next task, before the children arrive, is to make the room as attractive as possible. The bareness of the ordinary schoolroom should be relieved with plants, flowers, bright pictures attractively framed or mounted and placed low enough for the children to see easily, curtains at the windows, and possibly a rug on the floor. However, it is not enough to have an attractive room into which the children are to come. There must also be many centers of interest, as widely scattered as possible to avoid congestion in any one spot, which will attract the diversified interests of children and stimulate activity or participation of some sort. There should be blocks of various sizes, wood scraps, construction paper, cardboard boxes of suggestive shapes, plasticene, and puzzle materials for children who are especially interested in construction; there should be dolls and playhouse equipment for those who lean toward dramatic play; there should be balls, wagons, wheelbarrows for the younger children who want to be active but are not interested in more organized activities; there should

be drawing materials for those of artistic bent; there should be books and nature material in some form of animal life such as goldfish, turtles, white mice which will interest children who are slow to engage in play activities. With such a variety of opportunities for expression it is a rare child whose interest cannot be caught. Occasionally there is such a child. For example, when Bill came to the kindergarten with his mother on the first day he was taken around the room by a teacher and shown all the possibilities that the various materials offered but nothing interested him and he announced that he did not care to stay. The teacher, in desperation, opened the tool cupboard door and showed him the tools which she had planned to withhold for a few days. Bill asked if he could really pound and saw and when told that he could he turned to his mother and said, "You may go home now. I've decided to stay."

There are several things to be considered in choosing the materials to have around the room on these first days. They should, for the most part, lend themselves to easy manipulation. The teacher will not have time to sit down with a few children and show them how to use any one material. It is for this reason that real clay, which is very messy if not properly handled, and paints, which need a good deal of care, and tools, which may be dangerous if not used properly, may well be withheld until the teacher has more time to give instruction in proper handling. Materials, whose use creates a good deal of excitement and over-stimulation should not be around. It is for this reason that various band instruments may well be kept on the top shelf. Thus, with a teacher who is familiar with the situa-

tion in which she is to teach and a room which is attractive in appearance and offers many opportunities for a variety of activities, *the stage is set for the first day of school.*

On the morning of this first day each child should be greeted pleasantly but not effusively; shown where to put his wraps, if he has any; and then introduced to the room with its many possibilities. For most children this is all that is necessary. As soon as their eyes alight on something that interests them they take care of themselves and the teacher need give them little more than general supervision. A few children will need to be shown the possibilities of various materials in more detailed manner before they see or decide what they want to do. Some will want to be left alone to sit and watch or just to sit. These should be allowed to do so unmolested. It is often wise to seat these shy, rather diffident children near very interesting activities for they may forget themselves and join the fun before the morning is over. A few children will be very much upset at the thought of parting from the persons who have brought them and therefore this separation should be avoided if possible. Painfully shy, timid children should be allowed to have familiar people with them in school until they are willing to stay by themselves. Sometimes this break from the family can be accomplished in a day—sometimes it takes three or four—but I believe that happy, comfortable, tearless adjustment to the school situation is worth all of the time and patience that sometimes has to be expended. An unhappy beginning in school often colors many later school years. Then, too, crying is very contagious. All other

children who are on the verge often join in and an unhappy time is "had by all." If, after a week or so, these children who are making a slow adjustment to the school show little improvement, then more strenuous measures may need to be taken.

A teacher's plan for the activities of the day is just as important for these first days as it is later in the year. It should not be a hard and fast time

in listening to music for a short time but this too may well be omitted for two or three days because of the effect it may have on the semi-homesick children. School routine should be explained to the children on the very first day and conformance to it begun.

The following is a description of the first morning in a summer kindergarten which was composed of children who had had no previous kindergarten experience. A few of these chil-



"THE TEACHER'S PLAN FOR THESE FIRST DAYS SHOULD INCLUDE TIME FOR PLAY AND USE OF MATERIALS"

schedule but it should include time for play with toys and use of materials, a period of very simple and appropriate rhythms without instrumental music, a conversation period, a toilet recess, outdoor play, and a story. It is well to omit singing in groups on these first days because this is not one of the natural, normal activities of children of this age. Most of them are not interested in singing together. They may be interested

dren had been in a nursery school. The children began to arrive at quarter of nine. After each one had been greeted and shown where to put his wraps he was brought into the main room and told that he might look around and play wherever he liked. Most of the children found something to do immediately. A few said they did not want to do anything so they were encouraged to sit down and watch the others. One girl was not willing to have her mother go but was satisfied to play around if her mother would stay. One boy looked very forlorn and did not want to be noticed. This

period of self-chosen activity lasted about twenty minutes and during that time several children built with big blocks, changing their ideas about what they were building many times in the twenty minutes; some eight or ten children played with dolls and house furniture, putting dolls to bed, pushing them in the buggies, having tea parties, playing at cooking, etc; several children sawed on wood scraps and nailed boards together calling the results air planes; a few children modeled in plasticene for a while and then went to another table to cut some pictures out of old magazines; some children drew pictures at

made to enter into these games but all were willing, especially when they saw the good times the others were having.

After games the children were all taken to the toilets where very definite explanation was given them concerning the proper use of the toilet, the need for washing after use of toilet, the right way to drink from the drinking fountain, and the way to go through the corridor so that others would not be disturbed. Upon their return to the room the children helped themselves to graham crackers and sat down to eat and visit. Out of this visiting time grew



"IT IS NOT ENOUGH TO HAVE AN ATTRACTIVE ROOM. . . . THERE MUST BE CENTERS OF INTEREST"

the easels and then went to the book table to look at books; several children played with balls; two boys pushed wheelbarrows around aimlessly; one boy sat and held a toy automobile in his hands. When the children showed signs of restlessness a triangle was rung and when they looked up they were asked to leave their work for a while and come to the middle of the room to play some games. These games consisted of walking around with the teacher and doing various things when the triangle rang such as stopping, jumping, etc. Even shy John entered into this play with some enthusiasm. No child was

the conversation period in which each child who cared to do so stood before the group and talked to all instead of a few. After about fifteen minutes of sitting the children again showed signs of restlessness and were told that they might go back to any work that they chose. After another half hour or so of activity similar to that of the first period the children were asked to put away their work for the day. Buildings did not need to be taken down, finished work of paper or wood and drawings could be put in lockers to be taken home, and unfinished work could be put in a special place to be worked on

again on the next day. Wherever possible the children put away their own materials and straightened up play corners. As each child finished his task he was encouraged to get a book and look at it by himself or with others until all were ready to go out-of-doors to play. When the room was in order all children put their books back on the book table and went out-of-doors for a half hour's supervised but not directed play. After this the children came back into the room for a story which was told by the

teacher and it was then time to go home. The children came to the teacher one at a time, shook hands and said goodby—each calling the other by name. Thus ended a typical first day in this kindergarten. The following few days were very much the same but gradually more organized group activities were developed. The pictures which accompany this article were taken on the second day of the summer school described above.

All I could see from where I stood
Was three long mountains and a wood;
I turned and looked another way,
And saw three islands in a bay.
So with my eyes I traced the line
Of the horizon, thin and fine,
Straight around till I was come
Back to where I started from;
And all I saw from where I stood
Was three long mountains and a wood.
Over these things I could not see;
These were the things that bounded me.

The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky—
No higher than the soul is high.
The heart can push the sea and land
Farther away on either hand;
The soul can split the sky in two,
And let the face of God shine through.
But East and West will pinch the heart
That cannot keep them pushed apart;
And he whose soul is flat—the sky
Will cave in on him by and by.

From RENASCENCE by Edna St. Vincent Millay.

Mother Sends Her Boy to School

BEATRICE CHANDLER GESELL

Yale University

THERE are epochs in history around which and out of which events of significance spring. These events color and direct the life of a nation. There are epochs in every individual life which project their shadows far into the future. Such an epoch is the first day at school.

What an adventure to go forth into the larger life of the community; to have one's own name, not one's nick name, or pet name, but one's full name, written in the big book; to take one's place with comrades; to be given responsibility; to be trusted; to stand alone. What expectation, what eager curiosity, what strange sensations of separateness!

One can imagine that certain school situations would produce a running conversation, a sub-conscious commentary like the following: "Where are all the old familiar things, sounds, people? How hard it is to sit so still, to say nothing, to wait one's turn, to hold a book without wabbling, to listen to teacher when she talks to everyone else, too. And why does everybody do so many things at once? At home I run, or look, or listen, or sit down but here everything happens at the same time. I use my eyes and ears and tongue and feet and fingers, too. And why does the boy next to me stare at me so hard. And the big fat girl is laughing and the sly little skinny boy tries to trip me, and the pretty little girl with the curly

hair is crying, and the big heavy boy won't tell his name, and the tall teacher who belongs in the hall looks at me over her glasses, and now she is talking to my teacher. I wonder what she said to my teacher? How hot it is in here; I wonder when I can have a cracker and why can't I even open my new book and why I must sit way back here and not near my teacher, and there goes a fire bell, I wonder why nobody runs? And does my teacher know my mother is sick and that I have a boat and my new shoes hurt me and I wonder if I can wear my new suit tomorrow and what a funny voice my teacher has and I don't think she knows I am here and after school I am going home and I wonder if I know the way and I am awful hungry and I thought I could read a story and I am awful sleepy and I am awful tired and I didn't know school was like this!"

What a multitude of adjustments the young child must make in the first month of school. Physical adjustments without number; to desks or tables, to body control, to long periods without nourishment, to confinement indoors, to the whole routine of physical habits. Swift intellectual adjustments, too, must be made such as: longer spans of attention, ability to carry out directions given impersonally, control of impinging and customary interests, interpretation of a new vocabulary stripped of non-essentials and imagery to meet a hurried school schedule. To enumerate the

emotional adjustments would fill a long page for there is an unfamiliar setting, there are strange faces, new voices, group accommodations, a certain amount of silence and order, pressure of duties, and no happy idling.

It is only necessary to make a general inventory of this sort to bring a realization of the nature and difficulty of the problems which crowd the first month of school and cry for a solution.

The solution for these personal problems is far more important than the course of study. It is the duty of teacher and parent to condition the child agreeably and expectantly to the new situation and in this adjustment to gain the child's confidence. The parent should anticipate the situation by an increasing independence so that the child may be gradually freed from too

great dependence upon the mother and home routine. By the time that a child reaches school age he should not only know how to handle himself physically, but should also have had experience in handling pain, disappointment, and fatigue. His ability to function in a group is a valuable prerequisite which must be developed before he enters school so that school entrance may be merely a transition to a larger experience and not a drastic change.

The child who kicks and screams at the school door when his mother leaves him, who is afraid of other children, who is supersensitive, fatigued, and taciturn, who cannot follow simple directions nor care for his own physical needs is unready for the adventure of school life. His parents should have graduated first!

"Study of the job, on the job, how better to do that job" is persistently emphasized in American life today. Bankers, through the American Institute of Banking, teachers through extension courses and summer schools, and many other professions through institutes and conferences raise levels of achievement and bring to their members deeper satisfactions. Advancement in most professions comes only to those who study on the job.

When Parents' Council sets out therefore to help parents discover how to be better parents, it is attempting nothing new. This is the best professional and educational practice of the day. Finer homes, more creative relationships between older and younger, increasingly stable and responsible children can develop only when fathers and mothers are studying how better to operate homes and deal with children. No parent is so wise, no home so cultured as not to be able to profit from child study. And many are the parents who feel so inadequate to their obligations that opportunities to deepen insight and guide more wisely through everyday difficulties in the home are welcomed enthusiastically.

PARENTS' COUNCIL OF PHILADELPHIA
Ralph P. Bridgman, *Director*.

The Student Becomes Teacher

AMY BOWMAN

University of Utah

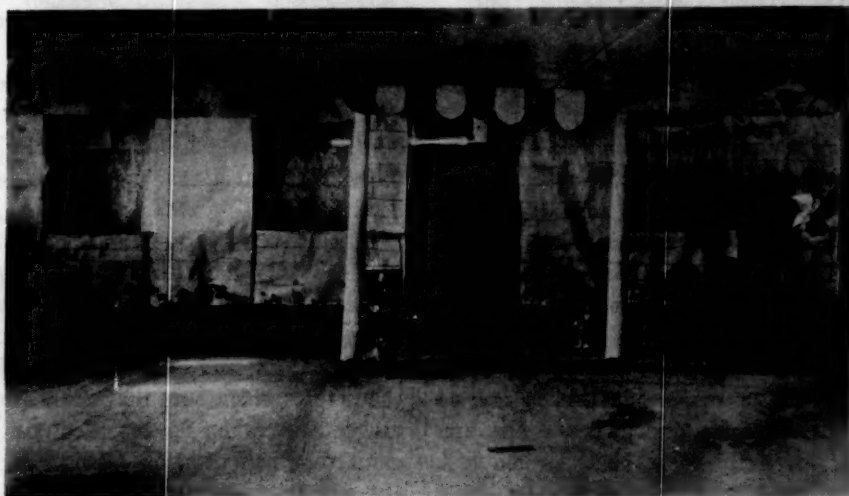
THE hope for the future lies in the group of capable, earnest, professionally-minded young people who go out as new teachers each year.

In September, along with the five- and six-year olds entering kindergarten and first grade for the first time, comes this other group of beginners, bright eyed, expectant, minds all set for the wonderful adventure ahead of them.

These new teachers enter the school-room fresh from the training colleges where they have become familiar with a free type of activity work in the kindergarten and primary grades. They have participated in teaching all sorts of projects. In the kindergarten they may have directed the activities concerned in building a large playhouse and store

from orange crates which the children covered on the outside with a cheap kraft paper and painted to represent bricks.

In the first grade the unit of work may have been the building of a library which involved making a floor plan; measuring and sawing the lumber; solving the problem of how to make the two-by-fours stand up while the boards were nailed to them, how to make windows, a door, and shelving; painting the outside and papering the inside; cataloging the books and devising a system of checking them out which would work with the limited writing ability of first grade children; finding, cutting out, mounting, and classifying pictures "just as they do at the public library;" preparing stories



MANY ORANGE CRATES MAKE A KINDERGARTEN PLAYHOUSE



FIRST GRADE CARPENTERS AND PAINTERS BECOME LIBRARIANS AND READERS

for the library bulletin board; printing signs; and last, but by no means least, using the library after it was finished.

In the second grade the center of interest may have been a store built to last throughout the year, but equipped with an ever varying stock which changed from groceries to toys, and from toys to dry goods, the last being supplanted by bread and cookies under the impetus of work done in the cooking class during a study of wheat.

Full of enthusiasm for the newer, freer type of work, the young teacher enters upon her new responsibilities. Perhaps she has obtained a school in a rural district where she has two, or possibly three grades. For this condition she has planned during the summer months, and nothing daunted by the difficulty of the situation, she launches forth upon her career. To be sure, the room is small and full of desks but this is not an insurmountable difficulty and she uses her ingenuity to make the room look less like a schoolroom and more like a busy work shop.

The teacher is young, inexperienced. She may try to incorporate bodily into her school the very unit of work she taught in the practice school. Alas, it does not work. The sudden innovation of freedom is misunderstood by the children and interpreted as license, the principal complains of the lack of discipline, parents write that they send Tom and Susie to school to learn, not play; and in despair she wonders *what* is worth while after all.

Doubt creeps in accompanied by a numbing fear. Suppose she is not offered the school next year! No other district will take her if she fails here.

To be sure in the methods class last year she listed a long column of virtues, physical, mental, and moral that seemed to be very evident results of the special activity work; and in a case study that she made she felt sure that she was not exaggerating when she recorded positive gains that had come to David, during the year, on account of the free work period.

Are the parents right when they complain that this type of work is just play? Did her principal once enter upon his work as full of enthusiasm for all that he had just brought fresh from college as she came to her task that bright September morning? Is his advice to beware of fads and keep to essentials born of bitter experience and disillusionment?

At this point there is always danger that the inexperienced teacher may turn her face from the forward goal and take the backward look which harks back to her own school days when she sat with forty other little children, hands demurely folded on the edge of the desk, feet firmly planted on the floor, and watched the teacher who was active—oh so very, very active, as she moved back

and forth across the front of the room and bustled up and down the aisles, that at times Bill and Joe were fairly pulled out of their seats in their desire to participate in the teacher's rapid movements. Then a kindly but firm voice would say, "We'll wait until everyone is ready to listen." Beware of the *listening schools* which Dr. Dewey proved were so ill fitted to the changing life of the twentieth century.

Let us hope that every new teacher, who sets out at the opening of the school year in 1928, animated with high purpose and eager to advance the cause of education, may be able to meet and rise above the inevitable discouragements of the beginner so that each succeeding year may see us further advanced in the path of progressive education.



THE SECOND GRADE CASH STORE PAYS DIVIDENDS IN KNOWLEDGE AND CHARACTER

Julius and John Enter School

JULIA WADE ABBOT and M. ALETHA BENNETT

Philadelphia, Pennsylvania

THIS record of the first year of Julius and John in the kindergarten of the Jefferson School, Philadelphia, was made by their teacher, M. Aletha Bennett.

On September 9th, the door of the kindergarten room opened and in came Mrs. C., half pulling, half dragging her five years and five months old Julius. He was average height; appeared to be normal weight; posture erect, except for one foot which turned in; lovely, placid, calm eyes; a well rounded face, and an upturned mouth—a rather attractive foreign type. His little face and hands were shining; his woolen suit, perhaps it was cotton, was clean; his high laced sneakers were tied neatly, and his stockings were pulled up tightly.

After the form of registering had been undergone, Julius looked around and saw his haven, a corner—any place of escape—and there he stood bewildered while his mother in very broken English, distractedly waving her arms in the air, shouted, "Oh, my G—, he's too bashful; he's bad; awful bad; gotta send him to school; bashful here but bad at home; runs up and down steps; makes a lotta noise." With that she made her exit and stood outside the door, while Julius, pawing to get out, peered through the glass door like a prisoner who wishes to escape, but who realizes that a great barrier is between him and freedom. He stood rooted to his corner and the morning proceeded, and the second

and third morning, but no change. Each morning, after his mother removed his wraps and hung them up for him, Julius slowly walked to his haven of refuge and there remained, rooted to the spot for three long hours. For physical reasons it would have been better for Julius to have left his corner, but no persuading could budge him, consequently things happened in that corner, one accident after another. He stood in a puddle of water, but showed no emotion; to all appearances it seemed as though this was his customary behavior.

On the fourth day, Mrs. C. entered with another C. tagging along behind. A ray of hope seemed to lighten her face. "Johnny come to school, then Julius won't be so bad. Johnny past four; not so bad as Julius." While Mrs. C. was giving the necessary data to register Johnny, her two sons huddled in the corner, Johnny having followed Julius to his haven.

Johnny was four years and five months old; somewhat shorter than Julius but rather tall for his age and the picture of health; round fat face; sweet appealing eyes (which couldn't be seen then), with long, beautiful, curling lashes; sturdy body and legs. His clothes were neat and an exact reproduction of his brother's.

The days proceeded as before. The principal advised me not to keep these children as there were other children who needed my attention. But I de-

cided that this was an interesting case and that I would keep the children, try to help them, and finally gain their confidence.

Reports from the mother showed that they could attend to their wants at home, and she proudly added that neither wet the bed at night, but she said "They stink all the time now since they come to school." How was the problem to be solved? What approach to be made? How was their confidence to be gained? Toys, books, sand possessed no appeal; nothing could tempt them. Even when chairs were placed near them to relieve their fatigue they would not sit down. There they stood immovable. The first move came from Johnny, on September 19th, when he moved from the corner where Julius was huddled to the corner opposite, a distance of about three feet. The second move was also made by Johnny who sat down in his corner. This was imitated by Julius who also sat down (September 20th).

On September 22nd, Johnny became a little bolder and, like a tiger in a cage, walked across one end of the room, back and forth, back and forth, for minutes at a time. His expression was stolid, his feet stepped along in those little sneakers with a spring-like motion. His arms were clasped behind his back.

The September days were warm and balmy and we all wanted to go out in the yard, but what to do with Julius and Johnny was the question. The only solution was just to leave them alone in the room. The only possible response one could get from either was an almost simultaneous negative head shake. So Julius and Johnny were left alone in the room. Much to my joy, in glancing up to the window, I saw the tops of two little heads, side by side. To my sur-

prise, Mrs. C. enlightened me the next day by telling me that Julius and Johnny had gone home and had told her what they had done in kindergarten. They had caught fish. Our precious gold fish had been their first attack!

It was at this time that Mrs. C. felt compelled to talk. "It's too hard to raise kids in this country. My mother had eleven in the old country, didn't have no bother, don't get nothing wrong, never no tonsils, no what you call it appendix, never nothing wrong. Don't know about such things in old country. Too hard to raise kids here. Johnny got to go to hospital tomorrow to get tonsils out; kids more trouble, more bother." So it came about that Johnny was absent for three or four days and when he returned, the operation had not been performed. According to the mother's story, he took cold while in the hospital. "Don't know how to treat kids there, took off all his clothes at night and he took cold so he couldn't get tonsils out, no good hospital."

The last week in September there was beginning to be a slight change of attitude in both children. They wandered around the room but spent most of their time gazing out of the windows or escaping from the group. If the children were grouped in one part of the room, Julius and Johnny took refuge in the farthest end of the room, always standing, never taking a chair. Johnny, being a little more responsive, gave promise of being handled a little easier than Julius, so on September 26th I very gently took Johnny across the room and put a chair down where the group were sitting, and much to my surprise he sat down. The process was repeated with Julius and he, too, sat down. After doing this three

or four times the barrier seemed to be breaking down, and with just a word to each, ignoring the negative head shakes, Johnny and Julius responded.

Up until this time they had not responded to any materials, so as before they were led to the sand table, and there they stood, and there they would not touch the sand until on October 3rd, through a little force, they found their hands in the sand. That was the second barrier to be broken down. After that each morning upon entering the room they both took refuge at the sand table instead of in their corner. They ignored all the other children and the children looked upon them as different little beings, much to my disappointment, although no allusions were ever made to their behavior.

Some days later, after placing paper and a new box of crayons on the table before Johnny and asking him if he would like to draw, Johnny shook his head "yes." It was the first time the head shake had been a positive one. Johnny sat down and scribbled over both sides of the paper, and when he had finished, he left his materials just where he had used them and then moved back to the sand table.

When a signal was played summoning the children to the piano, Johnny and Julius both realized that there was a response of the group in which they were not participating. Johnny at one time even took one step to join the group but immediately withdrew. Again they were led gently over to the piano, neither offering any physical resistance but quite vehement with their, "No—no—no," until finally they stood with the group. The next time the signal was played there was the same reaction, only this time just a word was all that

was necessary. "Johnny and Julius, will you please come over," and Johnny turned—"Jutsie, Jutsie," and a motion of his hand toward the piano. Finally, just a glance brought them over and so it was with each habit that was to be formed, after accomplishing the act once, the road was open to start the formation of the habit.

Each morning when Julius and Johnny were asked to sit down and have lunch with us, they very emphatically said, "No, no, no," until Johnny one morning (during the first week in October), being asked the same question, said "No," but allowed himself to be led to a chair. A bottle of milk was placed before him but this he would not touch. The next day, upon being asked the same question, Johnny shook his head but ate his lunch. He refused to put his bottle away or to clean up his place after lunch. This continued for two or three days until finally Johnny put his bottle away and responded like the rest of the group. It was not until the second week in October that Julius would join us at lunch time.

It seemed almost impossible to establish the habit of going to the toilet. It was only after weeks of incessant reminding that on October 10th, when the same remark was made which had been made a score of times, "Do you want to leave the room?" "You had better go to the toilet," instead of a shrinking and a head shake Johnny nodded "yes." He grasped Julius by the hand and off they went. The battle was won though the habit of going to the toilet was not yet established.

During September there was practically no response to any material except sand. During October and November and December, no spontane-

ous response except to the sand, although if the children were told to sit down and material was placed before them, they would respond, even though there was absolutely no enjoyment in participation. They would use the material for a few minutes and then walk away. There were only a few materials that they would even respond to in this fashion. They were paper, crayons, beads (once), large peg boards (once), scissors, and picture books.

It was early in December that the attitude of the children toward me seemed to change. Upon one occasion the opportunity was seized to talk to Johnny. His only response was a head shake which was positive.

"Johnny, do you like to come to kindergarten?"

"Yes."

"Do you have fun here?"

"Yes."

"Do you like to play in the sand?"

"Yes."

"Do you like to draw?"

"Yes."

And that was enough. Later when the same questions were asked to Julius, the same positive responses were given. In the hopes of finally establishing habits of obedience, my method was to get immediate response to short positive commands. "Julius, please close the door." "Johnny, please bring me a chair," etc. There was a good bit of difficulty for the children to understand the English, but with gestures the meaning of the words could be conveyed. (October 24th.)

Before we realized it, Christmas preparations were under way. Christmas joy was all about us, but no Christmas spirit permeated the little souls of Julius and Johnny. Santa Claus and his

reindeer meant little to them. Finally a big day arrived, the day of days, when we were starting out to visit the Toy Department of Wanamaker's. Everyone was happy, that is everyone except Julius and Johnny who clasped each other's hands as if they were going together to their doom. At last we found ourselves among all those wonderful toys. Johnny and Julius followed with a melancholy attitude, seeming not to notice anything. But when our journey was over and our school loomed before us, both children brightened and their whole expression changed. They were glad to get back to the kindergarten. Much to my surprise, Mrs. C. informed me the next day that the children had had a grand time. "Talk, talk, talk about Santa Claus—store!"

At this time our games consisted mostly of dramatizing toys, playing toy shop, being Santa Claus, etc. Once or twice Julius and Johnny tried to enter the games but after a few vain attempts to participate, decided to watch. The day for our Christmas party eventually arrived. Many permanent and lovely toys had been donated for the children and these were put out as a surprise. How would Julius and Johnny respond? For the first time they both seemed to lose themselves in rapture and pleasure. They did not enter into the group, but as they were unable to take an active part in the program, my joy was unbounded in seeing them show enough interest and initiative to play with the toys. They spent their morning totally unaware that there was a party going on in the room.

I have given Miss B.'s record in detail through December but space will not permit printing the detailed record

through June. I will, therefore, select some of the most significant changes in behavior through the year and describe our endeavor to discover the cause of the fear.

Gradually the children began to be more independent of one another. During the work period, Julius would stay at the sand table while Johnny would play in the doll corner, and there they would stay "fixed." Julius was the first to move about the room and choose other materials. In February when Julius was five years and ten months old, he drew his first "man." It had no resemblance to a man and was merely named "man." Six weeks later he made another man, just a circle with eyes and mouth. Three weeks later he made a third drawing and this "man" had a head with eyes, nose, mouth, ears, and lines for a body. Johnny stayed in the manipulative stage for many months. He enjoyed covering paper with scribbling and then cutting the paper into small pieces.

During the last week in March, the other children were experimenting in making Easter baskets. On the basis of these results, the group then worked out the process of making a basket. Julius and Johnny listened intently and voluntarily chose paper and worked out the basket, step by step as it had been developed by the group. Julius helped Johnny make a second basket. The product was crude and covered with paste but they were very proud of the result, and when their mother came for them, they rushed to her and showed her the baskets. She was surprised and delighted and kept saying, "Julius, you make that; Johnny, you make that!"

For a long time the children showed no initiative but they would accept Miss

B.'s suggestions willingly. If a piece of work was unfinished they never asked to complete it next day, but when it was handed to them, they would cheerfully go about finishing it. After the work period, they would put away their own materials. Gradually they began to feel responsible for the general appearance of the room. In June they began to feel responsible for the behavior of other children and would gravely admonish them, "Annie, take handkerchief out of mouth." "Junior, get chair fits," etc. This awareness of other children was in marked contrast to their indifference at promotion time the first of February. Although many changes occurred in the group through promotion and admittance of new children, Julius and Johnny neither missed the children who had gone nor noticed the new arrivals. But when all the children made presents for Johnny on his birthday (April 30th), he thanked them, identifying every child by the right name.

They were extremely reluctant to take part in games and rhythmic activities. After months of merely "looking on," one day Julius galloped wildy across the room while putting his milk bottle away after lunch. Miss B. praised him and said what a fine horse he was. The next time the children were playing horse he took part. They learned to participate in such simple activities as walking, galloping, and running, with good response to rhythm. They rarely took part in dramatic plays, but played simple games like hiding and finding balls, etc.

Johnny seemed more anxious to take part in the other activities. In April, he would move his lips while the children were singing, but if he thought anyone

was noticing him, he would stop immediately. Miss B. tried to teach him individually and he was eager to try to learn a song, but the language handicap proved too great and he would only say the words. The next time the group was singing, Johnny made an attempt. This so impressed the little boy next to him that he sat on the edge of his chair gazing at Johnny's mouth. When the song was finished, he exclaimed, "Miss B., Johnny's singing!" During a story period when the children were telling original stories, Johnny seemed to feel "an urge." He jumped up, and then when he was on his feet, realized his inability to express himself and burst into tears.

From the beginning the children showed an intense interest in picture books. After they came out of their corner, before they used any materials, they would look at books from twenty minutes to half an hour at a time. They particularly liked the animal picture books although they were interested also in the book of ships.

Johnny loves flowers. During the work period, he spent twenty minutes re-arranging plants or flowers, carrying them from one table to another, smelling them, and gazing at them intently. One time he picked some dead ferns and flowers out of the scrap basket, secured a glass from the closet, filled it with water and said that he had "fixed the flowers." After bulbs had been planted in the kindergarten, Mrs. C. said Johnny found some onions which were sprouting and insisted that she put them in water and "make flowers."

Julius has learned to take messages to the other kindergarten room which is on another floor of the school. At first the messages had to be written, but in

June he delivered a simple verbal message to the teacher of the other kindergarten. This was the child who had huddled in dumb misery in a corner of the room eight months ago. Truly he has become "orientated."

When the kindergarten visited the Zoo the last of May, Julius and Johnny were delighted, in marked contrast to their fear of the Christmas excursion. They classified the animals as "horses" or "chickens," although they seemed to feel that the elephant belonged in neither classification!

It was interesting that both children had several "adventures in mischief" when they were breaking the bonds of repression. We know this is a characteristic stage through which repressed children often have to pass to gain true freedom. Julius cut up the pages of one of the most charming picture books. Johnny knocked over some houses made of blocks. Under Miss B.'s wise guidance, this phase of behavior was short lived.

Johnny is much more tractable and flexible than Julius although he has evidenced fear where Julius has not. Julius was not afraid of the doctor and submitted to the physical examination and was immunized for diphtheria. Johnny had probably developed fear of the doctor from an experience in the hospital. In January, Miss B. persuaded Johnny to submit to the physical examination which he did quite cheerfully. He had to be immunized against diphtheria twice because the test was positive. He struggled at first but finally sat quietly on Miss B.'s lap with the large tears rolling down his face but offering no resistance.

Johnny is afraid of consequences when he spills water or drops a vase of

flowers, and says "I didn't do it, I didn't do it." But Johnny has a much happier disposition than Julius who seems sullen and displays temper when other children play with toys which he wants.

What was the cause of the behavior of these children who had such difficulty in adjustment to a new environment? Does the cause lie in the home situation? Do the conditions that produced this behavior still exist in the home life of the children?

The father is Hungarian, the mother German. The father speaks four languages and a little English. The mother talks in broken English. She cannot read nor write. All conversation in the home is carried on in German or Hungarian. The father and mother have been married seven years and have four children, Julius, John, and two little girls, 2 years 6 months and 6 months old.

The father is a shoemaker and works at home, doing expert work on custom shoes for a large firm. The home is dirty and untidy with very little furniture. There is a piano which the children used as play apparatus during Miss B.'s visit. There is a small yard five by eight feet, littered with rubbish.

The medical history of the mother and children is normal as far as Miss B. could determine. The mother has not had a doctor during the twenty years she has been in this country. Julius has had no diseases; Johnny has had measles. His tonsils are slightly enlarged. The mother gives the children plain food, little or no candy. They go to bed early.

In January, I spent a morning in the kindergarten observing the children. Although they did not associate with

the other children in the kindergarten at that time, they were very friendly with me, a stranger. I ate lunch with them at their little table, and Julius said to me, "Gotta baby, big, fat baby like that" (pointing to a picture). On that visit I did not meet the mother.

At this time Miss B. thought their behavior might be the result of threats and severe punishment. The mothers in that neighborhood are anxious to have their "wild" children behave well in school and are accustomed to use threats or bribes. For example, one mother said, "Now, Tommy, you be good, or the teacher will put you down in the cellar where the rats will get you. Won't you, teacher?" Mrs. C. had spoken of the children being "bad" and said that she had made them stay on their knees all the afternoon for a punishment. Both she and her husband whipped the children.

On March 13th, Dr. Allen, Director of the Child Guidance Clinic, visited the kindergarten with me and observed the children throughout the morning. He said that the long period of adjustment in this case was unusual and that one would need to know all the factors in the home background to find an explanation. We hope that a social case worker from the Clinic can work on this case next year.

When Mrs. C. brought the children to school, Dr. Allen and I had an opportunity to talk with her. She was very voluble and friendly. She seemed good-natured but of the aggressive and dominating type. Miss B. told me that one morning she heard a great commotion in the school yard. Mrs. C. and the man who sold pretzels were engaging in a free fight. It seems that Mrs. C. had started to break through a

class of children who were being directed in physical education exercises by a teacher. The pretzel man tried to restrain her. She eliminated him and swept like a tornado through the orderly group of children engaged in a class exercise. Dr. Allen thought this incident might indicate the way the mother ruled her household.

But there was also evidence that Mrs. C. was devoted to the welfare of her children. When the baby was ill she had a specialist, although she had had a midwife when her children were born. She gave her consent to have the children immunized. She was willing to have Julius remain in the kindergarten although he was eligible for promotion in February. When one considers that these children were troublesome at home and that Mrs. C. might have been rid of Julius for five hours a day if he were in first grade, it showed solicitude on her part to let him stay where he was happy. Many mothers and fathers want children to get "book learning" and think of the kindergarten merely as play. Mrs. C. appreciated what the kindergarten had done for Julius.

Mrs. C.'s general attitude changed through the year. At first she appeared harassed and worried when she brought the children to school. But she became interested in the children's activities and they always wanted her to see their work. One morning during April, when Johnny showed his mother a picture of a robin, she said, "Johnny, what that?" Johnny said, "Chicken," and looked at Miss B., who told him that it was a robin, a bird. Mrs. C. added, "Johnny, you so dumb, that ain't a chicken. We got in old country, what you call it, like turkey with all feathers in tail—all

colors?" Miss B. asked her if she meant a peacock and she said, "Yes," and went on to describe the great estates in Germany. When the children made birthday presents for Johnny, Mrs. C. told one of the other mothers about it with much appreciation.

Miss B. endeavored to find other causes for the behavior of these children than that of severe punishment. Through conversation and visiting the home she discovered that the children had led a life of constant repression. The parents had kept Julius and Johnny away from the other children for fear of what might happen to them. They had not been taken away from the home, to other people's houses, to Sunday School, etc. The father always worked at home and the children's boisterousness made him nervous, so they were often punished. Constant repression of normal activity, no place to play, no new experience, and a foreign language made the change to a public school kindergarten a tremendous break in their life.

This is a case where a teacher has had to develop a technic of dealing with problem children without knowing the cause of the behavior. This is typical of the situation in our large public school kindergartens. Diagnosis should precede treatment, but when this is impossible, it is encouraging to have the opinion of a psychiatrist that right methods of dealing with problem children are all important. In "The Child Guidance Clinic and the Community," Dr. Lawson G. Lowrey writes:

"It is much more important to have developed methods of dealing with the diagnosed cases than it is merely to make the diagnosis. The diagnosis is not an end in itself; it is only a means to the end of proper treatment."

Colorful Literature for Children

ALICE DALGLIESH

Columbia University

WE MAKE a point of developing reading readiness in our kindergartens," said a supervisor. "This," she added with some pride, "is our library corner."

It was rather a pitiful little library corner; brown table, brown chairs, a book-shelf with drab-looking books. I took some of the books from the shelves—they were practically all supplementary readers! These books chosen to develop reading readiness when the kindergarten has such a wonderful opportunity to give children a year spent in the company of alluring, colorful books that will make them want to read! Fortunately this is an exceptional case and kindergarten teachers, supervisors, and school boards are coming more and more to recognize books as an essential part of kindergarten equipment. For a comparatively small amount of money we

can have a very good beginning library. With fifteen or twenty dollars we can start with "must have's" and add from time to time the books that seem most colorful, attractive and worthwhile.

The kindergarten library should be very much a part of the children's first school experience. We find our children's favorite books not only on the library table where they rightfully belong but on the table in the doll-corner in a house built of blocks and in other places where the children have taken them to read. There was a time when we thought that all kindergarten stories must be *told*. Now the picture-story books are prime favorites and we read stories as often as we tell them. "Read 'Snipp, Snapp, Snurr,'" "I want to hear about the little wooden horse," "I like the story about Tabbiffa best." We hear these remarks over and over again.



CHILDREN SHARE THESE PICTURE-STORY BOOKS WITH EACH OTHER

There is something in this combination of picture and story that particularly appeals to children. It is partly the color that attracts, the picture books with the worn covers are the ones that have gay, child-like pictures. Favorite folk tales should be told rather than read, but there is a definite place for a well illustrated collection of these stories—such as those of Leslie Brooke and Frederic Richardson. No one has pictured the Three Bears more successfully than Leslie Brooke. His pictures of the

home of the bears are full of intimate details and a sly, child-like humor. Who but Leslie Brooke would picture the Little Bear mincing along wearing the hat that Goldilocks dropped in the garden? Then we have "Picture Tales from the Russian" with its quaint, crude line drawings. Color may be in the telling of the story as well as in the pictures and

we find touches of color in these simple Russian folk tales. "Little cock, little cock with the golden comb and the silken beard," sings the fox, "Look out of your window and I will give you some porridge in a painted spoon." As the fox captures and carries off the foolish cock the latter cries, "The fox is carrying me off beyond the thick forests, beyond the blue sea and beyond the high hills to far away countries and strange lands. Pussy cat brother, save me from him!" Compare these stories with the flat poorly told folk tales found in

many collections. One of the worst of these is a book of rather attractive appearance, "The Gateway to Storyland" by Watty Piper. In this the old stories are changed to suit the editor and "everything horrible or terrifying" is omitted. The three little pigs are not eaten by the fox, the gingerbread boy returns to live with the little old woman and the little old man—in short much that makes the stories live and colorful is gone.

Some of our loveliest, most child-like books of picture stories come to us from other countries.

Color printing is less expensive in Europe than it is in this country and many of the picture books are lithographed which gives the illustrations the effect of being water color paintings. Fortunately some of our American publishers are becoming interested in these foreign books and publishing them in translation. Most of



ILLUSTRATION FROM OLE SKIDFORD

them, however, are self-explanatory, the pictures tell the story. There is no more delightful way for children to learn about the people of other countries than through the picture books of the countries themselves. If first, second, and third grades would use more picture books and fewer illustrative sand tables children would have a better understanding of the life and customs of people in other lands. It is not differences we wish to emphasize but likenesses—children are children the world over. In Boutet de Montvel's picture books we

see real French children; Elsa Beskow shows us Swedish children at play and in their homes; the books from Czechoslovakia bring us colorful glimpses of Czech costumes and decoration. Many fine picture-books are now coming to us from Germany.

Sweden is undoubtedly first and foremost in an understanding of what children like in books. We find the Swedish books rich in bright clear pictures with little detail and little or no background. Swedish artists are not afraid to use good clear reds and blues in their pictures and our four- and five- year-olds have a craving for bright colors which our choice of picture books does not always satisfy. Children love the adventure of Putte, a little boy who goes into the woods to

gather blueberries and dreams that the blueberry boys and red berry girls come to life and go adventuring with him. They ask over and over again for the stories about Snipp, Snapp and Snurr, three little boys dressed in the brightest of red suits, who work to buy red slippers for their mother; fall into the gingerbread and become gingerbread boys for the day, and have surprising adventures with a rocking horse. We supplement our Swedish picture books with Swedish post-cards picturing birthday festivals and gay little Christmas elves—these tell their own story and are excellent for use in a reflectoscope.

Because there are so many colorful picture books and picture-story books from other lands we need not neglect

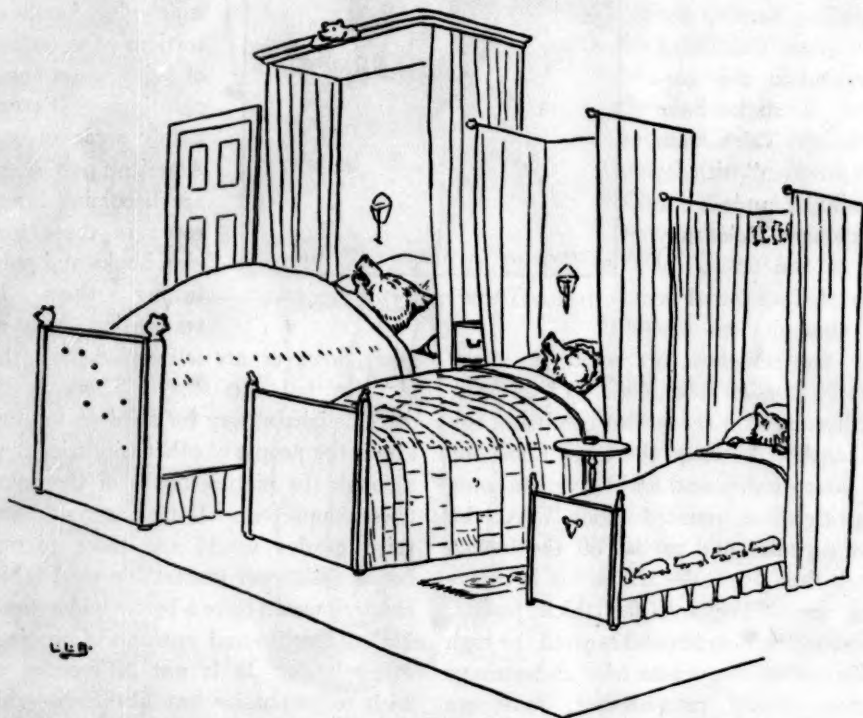


ILLUSTRATION FROM THE THREE BEARS

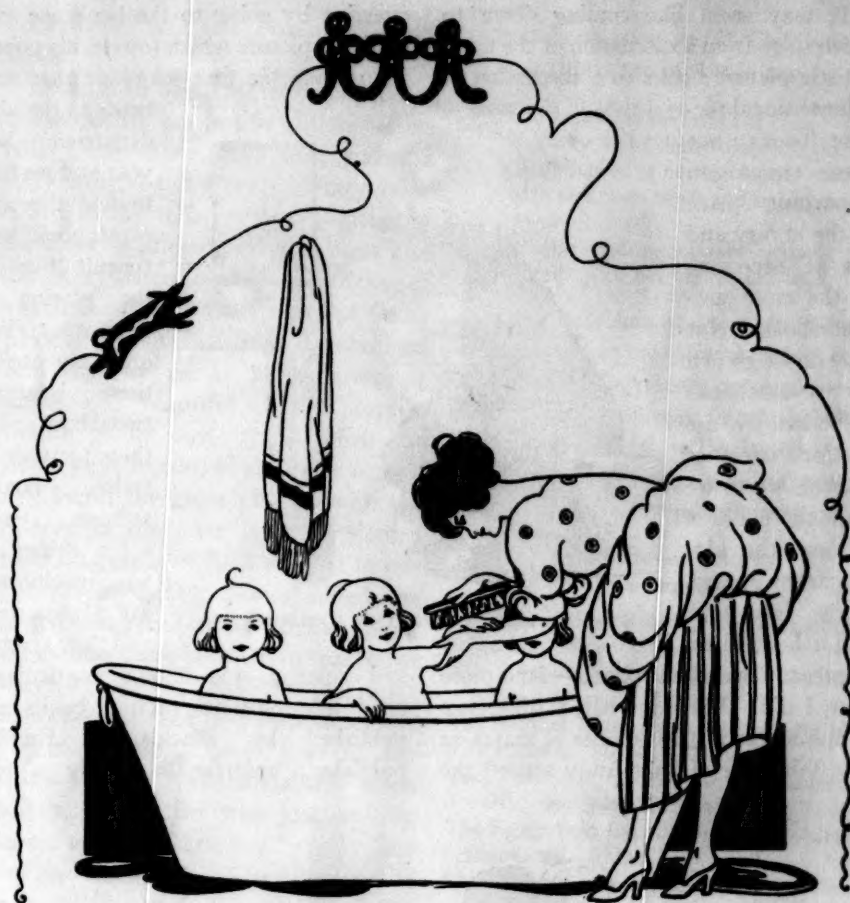


ILLUSTRATION FROM SNIPP, SNAPP, SNURR

those of our own country. We learned from our old classics "Peter Rabbit" and "Little Black Sambo" that children enjoy stories told in pictures. "The Twins and Tabiffa," the tale of a fascinating pair of twins and their cat, is most popular. This popularity is due partly to the charming pictures in color and partly to the fact that the story contains so many elements that appeal to children—an element of mystery, a cat and kittens, a real fire with smoke curling out of the attic window. "Poppy

Seed Cakes" has established its place in the kindergarten library, for it is colorful both in its illustrations and in the telling of the stories. "Peppi the Duck" has delightfully gay pictures but the story is not so well told. For the first grade we have several good books with perhaps a little less in the way of pictures and more in the way of story. One of the great advantages of these picture-story books is that the children are so attracted by them that they often "read" the stories to each other.

It may seem like coming down to earth to go from a discussion of the more artistic picture books to a discussion of informational picture books, but these have an important place in the library and are as necessary as the more aesthetic books. Not only do we go to a library for books of fiction, we use it for reference and this is how we want the children to use the kindergarten library. Andy, aged four and a half, knew

a great deal about boats—far more than I did. When we had a difference of opinion as to the number of masts on a certain type of boat Andy settled the

question by going to the bookcase and finding a picture which proved his point!

John made the first sea-plane that was made in the kindergarten last year and we had to find the airplane book and consult it as to the placing of the boats. They are very useful, these informational books with their pictures of trains, boats, animals and other things in which children are interested, and they are gay

and colorful, too. Some particularly good informational picture books are published by Blackie, an English publisher; unfortunately only a few

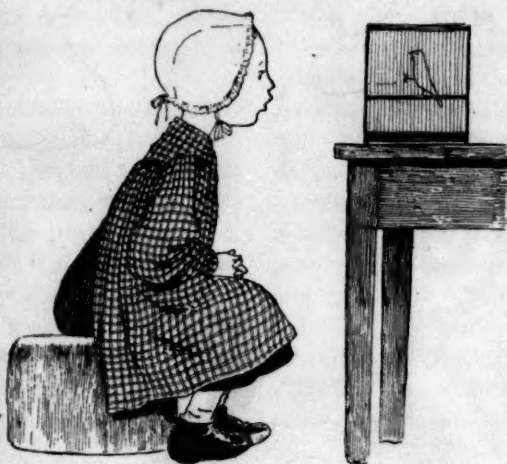


ILLUSTRATION FROM OUR CHILDREN



ILLUSTRATION FROM OUR CHILDREN

bookstores in this country carry them.

Color is to be considered not only in the books we use but in the stories we tell. Quite often much that makes a story colorful and gives it literary value is lost in the telling. The language of the story is altered, colloquialisms and the story-tellers, individual tricks of speech creep in. The ending of Oscar Wilde's "Selfish Giant" (in the abridged form that we use in kindergarten) is simple and beautiful with a certain rhythm of its own. "And when the people went to market at twelve o'clock they found the giant playing with the children in the most beautiful garden they had ever seen." A student in one of my story-telling classes ended the story thus: "And when all the papas and mamas came home from market at twelve o'clock that day you just can't guess how surprised they were to see the children having a good time in the giant's garden!" Colloquialisms often spoil a story—"He was just awfully pleased to see the little boy." "My, but how glad he was!" "The princess was real nice to him." Why bring stories down to this level?

Fortunately our standards for selecting stories are higher than they used to be. Gone are many of the sentimental, symbolic, and over-moral stories labelled "for kindergarten use only." More slowly go the inartistic nature stories in which leaves sigh as they fall from trees and milkweed babies flutter reluctantly from their green cradles. We are beginning, however, to give children more colorful, more virile, more childlike literature.

Do you know Walter de la Mare's

picture-book poem in "A Child's Day"?
It is growing late in Ann's day—

"And here upon the stroke of three
Half-way 'twixt dinner time and tea
Cosily tucked in her four-legged chair
With nice clean hands and smooth-brushed
hair
In some small secret nursery nook
She sits with her big picture book."

It is not only Ann and our kindergarten children who enjoy colorful picture books and stories, they mean, or should mean, a good deal to those of us who are older, and a well-stocked, well-selected kindergarten and primary grade library should give us a real sense of satisfaction.

PICTURE-STORY BOOKS
Kindergarten

- The Tale of Peter Rabbit. By Beatrix Potter. Warne. 75 cents.
- The Story of Benjamin Bunny. By Beatrix Potter. Warne. 75 cents.
- The Story of Little Black Sambo. By Helen Banneman. Stokes. 75 cents.
- The Twins and Tabiffa. By Constance Howard. Geo. Jacobs, Philadelphia. \$1.35.
- The Poppy Seed Cakes. By Margery Clarke. Doubleday. \$2.00.
- The Golden Goose Book. By Leslie Brooke. Warne. \$3.00.
- Old, Old Tales Retold. (Illus.) By Frederic Richardson. Volland. \$3.50.
- In Johnny Crow's Garden. By Leslie Brooke. Warne. \$1.75.
- Snipp Snapp Snurr and the Gingerbread. Snipp Snapp Snurr and the Red Shoes. Snipp Snapp Snurr and the Rocking Horse. By Maj. Lindman. A. Bonnier, 3rd Avenue at 37th Street, New York City. \$1.05 each.
- Putte's Aventyr. By Elsa Beskow. A. Bonnier. \$1.75.
- Pelle's New Clothes. By Elsa Beskow. Harpers (not yet published). (Now out of print, but to be published in translation by Harpers next year.)
- The Cock the Mouse and the Little Red Hen. By Felicité Lefevre. Macrae Smith. \$1.00.

The Cock and the Hen (Czech.). By Rudolph Mates. Harpers. \$2.00.

Picture Tales from the Russian. By Valery Carrick. Stokes. \$1.25.

Still More Russian Picture Tales. By Valery Carrick. Stokes. \$1.25.

Our Children. By Anatole France. Duffield. \$2.50. (Good pictures, stories not very suitable.)

Clever Bill. Doubleday. \$2.00.

First Grade

(Many of the above mentioned books are also suitable for first grade.)

Ameliar Anne and the Green Umbrella. By Constance Heward. Geo. Jacobs. \$1.35.

Peter Pea. By N. Grishina. Stokes. \$2.00. (A charming Russian fairy tale.)

Valery Carrick's Picture Folk Tales. By Valery Carrick. Stokes. \$2.00.

Peppi the Duck. By Rhea Welles. Doubleday. \$2.00.

Olles Ski Trip (translated). By Elsa Beskow. Harpers. \$2.00.

The Story of Mrs. Tubbs. By Hugh Lofting. Stokes. \$1.25.

INFORMATIONAL BOOKS

Over Land and Sea. Samuel Gabriel. 75 cents.

Railway Book. Samuel Gabriel. 75 cents.

Circus Book. Samuel Gabriel. 75 cents.

Friends in Feathers and Fur. Samuel Gabriel.

Farmyard Friends. Samuel Gabriel.

The Story of the Ship. McLoughlin. \$2.00.

Book of Trains. 75 cents.

Aviation Book. McLoughlin. \$2.00.

Through Field and Wood. Blackie (pub.).

Lord and Taylor, New York. \$2.00.

Big Book of Steamers. Blackie (pub.). Lord and Taylor, New York. \$2.00. (Also contains pictures of trains and automobiles.)

At the Zoo (small edition). Thomas Nelson. 50 cents.

Other good pictures of animals, trains, etc., are published by Nelson. In most cases the text in the Nelson books does not equal the pictures.

Colorful Literature for Children is the first of a series of three articles by ALICE DALGLIESH. *Storytelling* and *Poetry* are scheduled for later issues. AGNES DAY will edit the art section which will appear in five of CHILDHOOD EDUCATION'S ten issues. Watch the October number for her first contribution.

Old subscribers will recognize *The Teachers' Laboratory* as a new section. Do not hesitate to share your practical suggestions with readers of CHILDHOOD EDUCATION. For discussion of this section and all main articles see *The Space for Free Speech*, page 52.

The Teachers' Laboratory

Housing the Nursery School¹

The Nursery School has become, within a few years, an important adjunct to an ever increasing number of educational institutions.

The purposes such a school serves are varied, depending upon the character of the institution of which it is a part and upon the departments most directly interested. In every case, however, one of the purposes of primary importance is the care and education of the children in the school. Other phases of work which may be of equal importance are research in child development, preparental education, parental education, and the training of teachers.

The requirements for the building which shelters the nursery school depend upon the purposes of the latter. At present in the majority of institutions, because of the recency of its acquisition, it is housed either in an adapted residence or other small building or in a remodelled portion of a large building. While such quarters as these are as a rule fairly adequate, or at least sufficiently so to serve as temporary shelters, their arrangements are not always the most convenient, nor conducive to the growth of the school, nor those which give the children the conditions important for their best development.

The time is rapidly coming, however, when many institutions will erect new buildings in which their nursery schools will be housed. Such a building may afford shelter to several departments of which the nursery school is

one, or it may be built solely for the latter. Because of the present extensive use of adapted residences, there may be an unconsidered transfer to the new structure of something of the dwelling house form. While this may possess certain elements of value, there is danger in thoughtless adherence to structure forms developed for an old use when building for a new purpose. The only precedents the architect has to follow, however, in designing quarters for the nursery school are other school rooms and the adapted dwellings and other remodelled quarters now used. Therefore, it is not wise to put too much responsibility on his shoulders. In order to get the best results, those who have the privilege and responsibility of building should give very careful study to the purposes, present and future, which the school should serve as well as to the elements of the local situation which impose conditions upon the building. They should be familiar enough with plans and with building to consult with the architect as to details and to be sure that the perfected plan provides satisfactory arrangements.

After consultations with various specialists representing departments which in different institutions are co-operating or which might cooperate in the use of a nursery school, it was determined that the purposes of a nursery school in a college should be to provide, first; for the education and care of a number of children for a full day session, including experiences with many kinds of educational play materials and provisions for physical and psychological examinations, health inspection, a noonday meal and an afternoon nap; second, opportunity for students to observe children as a part of preparental education and teacher training; third, opportunity for the education of parents; fourth, opportunity for the train-

¹ Reprints of this article may be secured from the headquarters office of the International Kindergarten Union at 10 c. a copy, or 5 c. in lots of 25 or more.

ing of nursery school teachers; and fifth, facilities for research.

To meet these purposes, specific building requirements have been outlined. These provide accommodations for twenty to twenty-five children, since a smaller number of children is usually inadequate for a nursery school with so many objectives. The maximum number of students who can use a school of this size as a laboratory is 85, providing each devotes two hours per week to observation and care of the children.

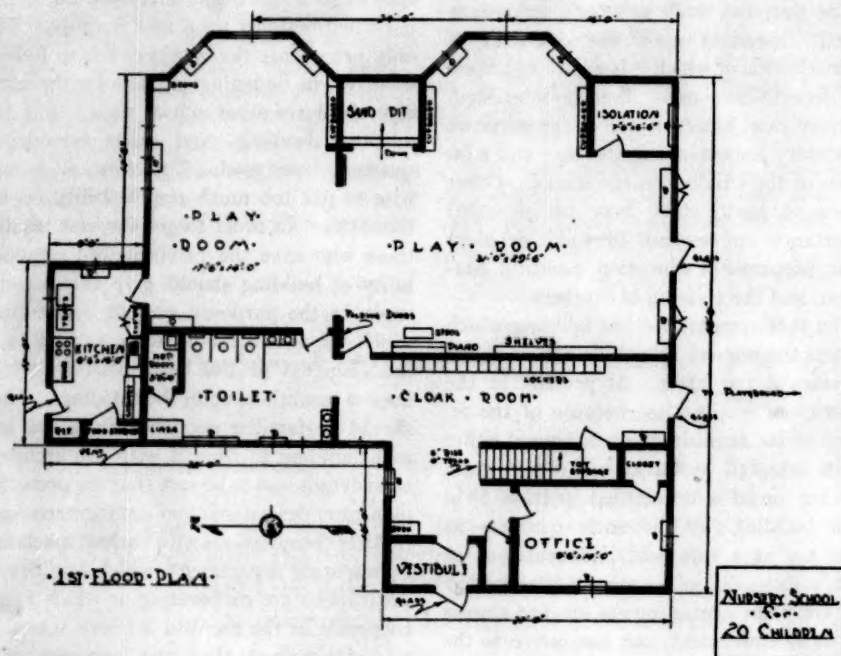
study, therefore, neither class rooms nor library are necessary. Usually there is a central heating plant and so no furnace is required.

The specific building requirements are given below:

A. Site

Minimum

500 square yards for play ground on south side of building adequately sheltered from cold winds, ground well drained.



This number of students will need to be reduced proportionately to the additional observation hours required. It may be increased if part of the students work is such as does not necessitate their presence in the rooms used by the children. The minimum teaching staff is one teacher, one assistant, and two assisting students.

In most educational institutions, rooms in other college buildings are available for lectures, recitations, parents' meetings, and

Desirable

Some shade trees. Ground covered with turf. Paving or gravel about the entrance.

1000 square yards of space or more.

B. Play Rooms

Minimum

Space, 1200 square feet divided into two or three rooms which may be opened or closed, in case the children are divided into two age groups.

South and east exposure

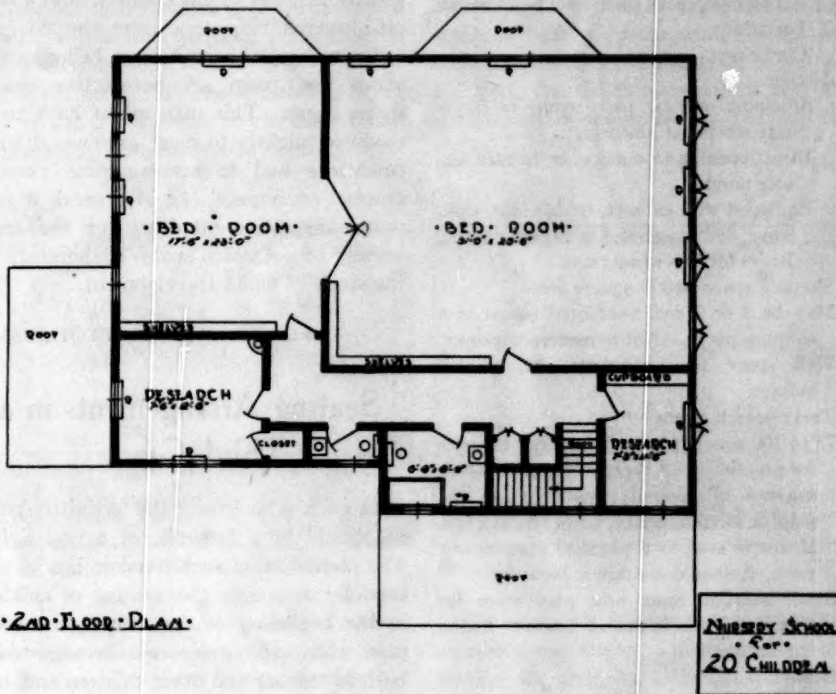
Toilet adjoining

Some windows on each exposure not over 2 feet from floor, or other provision to enable the children to see easily out of doors.

Floor that may be easily kept warm, clean and free from draughts.

Wall space for piano and about 30 feet of low shelves or cupboards for play equipment.

containing two toilets 8 inches high, 7 to 9 inches diameter, no cover, open front. Separated by partitions 4 inches high and 6 inches from floor, no doors, three lavatories, two 16 inches and one 20 inches from floor. 17 feet of hook strips for twenty towel hooks 10 inches apart. Wall cabinet or cupboard for linen, extra clothing,



Desirable

1300 square feet of play space. Wide and deep bay windows, for grouping of play materials, according to type of activity, and for setting up permanent projects.

Floor covering that will reduce noise.

- C. Additional storage space for unused equipment and for outdoor toys. For the latter this may be a large box, with door and padlock, located on playground.

D. Toilets

Minimum

1. For children

(1) One toilet room, adjoining play room,

etc. This equipment should not be crowded. Slop sink and mop closet with shelves.

- (b) Second toilet room, near sleeping room, with one lavatory, small toilet and tub.

2. For adults

Lavatory and toilet

3. All floors of composition—non absorbent and not slippery when wet or dry.

Desirable

Four lavatories for children's toilet room.

Lavatories not to be placed opposite toilets.

Three toilets for children's toilet room.

E. Cloak room**1. For children**

Easily accessible to play room and connecting with toilet.

Opening directly to playground.

Space for 20 open "lockers" 12 inches wide, 15 inches deep and 3 feet 6 inches high.

Space for nurse's table, near entrance, well lighted, for adequate inspection.

Built in medicine cabinet.

This equipment should not be crowded.

2. For adults

Coat closet

F. Kitchen

Adjoining or near play room—to facilitate serving of luncheon.

Direct opening to outside, or to rear service porch.

Equipped with cabinet, refrigerator, sink, stove, dish closet and storage cupboard.

Room for two wheel trays.

G. Sleeping space—1000 square feet

May be 2 or 3 well ventilated rooms or a sleeping porch. Not a western exposure.

Wall space for cupboards, for blanket storage.

H. Two research rooms

75 to 100 square feet each is sufficient space for practically all types of research which are not of necessity conducted in the play or sleeping space, or in the kitchen. If one is used as a physical examination room, it should contain a lavatory.

I. Small isolation room near play room for care of children, in case of illness or undue stimulation.**J. Office**

Room for 2 desks and file.

K. Small lobby or reception room, near entrance.**L. General****Minimum**

All rooms light, sunny and airy.

Adequate artificial lighting in all rooms.

Easy low steps.

Protected radiators where these are necessary.

Wide doorways, to facilitate observation and supervision.

Building to permit of future additions.

Desirable

Space in basement or on second floor, or a porch or shelter in the yard for play

on rainy days. The sleeping space may be used for this purpose.

The plans for the two story building, which are shown here, were worked out to meet these specifications. The necessity for keeping building costs as low as possible was always in mind. Some additional features were included, such as a small balcony, which increases the floor space, and would be greatly enjoyed by the children, and a sand pit, lowered two steps from the floor, in order to keep the sand from being carried about the room. A perspective sketch shows these. This plan might have to be modified slightly to meet extreme climatic conditions and to accommodate possible unusual equipment, but in general, it may prove suggestive, at least for the small nursery school which is also a laboratory for the study of Child Development.

GRETA GRAY AND RUTH STAPLES.

Seating Arrangements in a Third Grade

In each schoolroom, the activities going on should be a facsimile of actual living. The promotion of such freedom lies in successfully arranging the seating of children in the beginning of the school year on a plan which allows for ease in adjustment both to teacher and other children and lays a basis for future changes. The new school year, bringing to children unfamiliar work and new programs, demands a large proportion of teacher guidance to avoid confusion and to build, at the same time, toward future habits of self direction.

THE HALF MOON

I have found the so-called "half moon" effect of arranging desks and chairs as illustrated in Diagram 1, as successful, in striking a balance between our former military effect of stationary rows and aisles and our ultimate informal gatherings. The

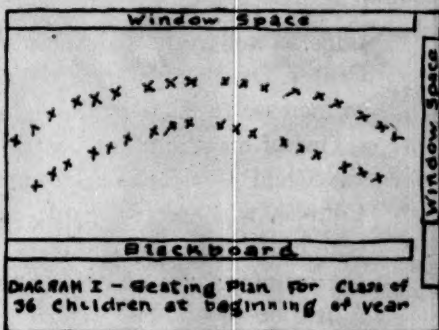
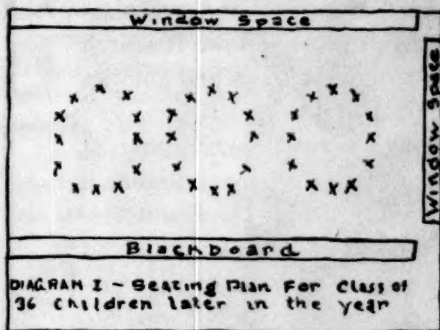
arrangement gives a friendly unity to the room, yet allows ease in seeing blackboard, teacher, or class leader. Each little division, (the aisles between allowing for this), can easily swing desk and chair into handwork, library, or discussion circle. When a whole class socialized lesson was in order, the front half circle turned chairs to face the outer half circle. Systematic ease in motor adjustments where desks and chairs are concerned, does, I believe, stimulate freedom in children's reactions to each other and in their conversation.

Still the teacher is the commanding figure and we are trying today to eliminate fixity in leadership. *Self direction seems to blossom*

circle kept its arithmetic and reading medians for comparison.

From a teaching standpoint, I found it very easy to diplomatically arrange each circle according to individual need and achievement. Each child had his basal circle, but not a fixed position for the day.

There are always times when the whole class joins for discussion, and there are two ways of doing that. If, the class is small, the inner desks of each circle can swing to front or back of room where aisles leave sufficient space, or if the class is too large for that, the children can form two inner circles within one circle by moving their chairs.



som when the front of the room reveals not a leader, but ample space for leadership.

THE TEA PARTY

Diagram 2 is an arrangement which worked successfully after the third month of school. The children had turned their desks and chairs to form circle groups of twelve each, when one little girl said, "I wish we could stay this way. It's like a tea party." So stay we did and individuals of each circle seemed to assume a certain circle sense of propriety, enthusiasm, and rivalry with other circles. We named our circles after historic parties as we progressed in the study of United States History. Each

The large circle was not as popular as smaller group circles, I discovered, on questioning the children, although during some periods in the day, we were thus arranged. In small circles, I found it easier to manage varied assignments and move from circle to circle for definite individual aid.

Naturally, the question arises, as to how lessons requiring blackboard use and proper light facilities should be handled. We usually had such lessons at one time in each day, and timed ourselves to see how quickly the children with their backs to the blackboard could swing desk and chair around. Here, again, circle emulation furthered rapid and comparatively noiseless adjustment.

DORIS E. WOODROW.

Bird T. Baldwin

To all of those in the field of childhood education, the death of Bird Baldwin on May 12, 1928, will bring a heavy loss. Dr. Baldwin as a pioneer in the modern movement for scientific study of preschool children was, at the time of his death, a leader, not only among his own students and colleagues, but among professional groups throughout the United States.

The Iowa Child Welfare Research Station, developed under his direction since its founding in 1917, has had great influence on the movement for the scientific study of children and for the education of parents. Through research, teaching, publications, lectures, cooperation with the other institutions and organizations, as well as through the administration of the Iowa Research Center, Dr. Baldwin gave untiringly of his energies and abilities to increase the understanding of young children.

One of his significant contributions was made as chairman of the Child Development Committee of the National Research Council, which was organized to coordinate and integrate research activities and interests in child development throughout the country. He was also an important member of the committee on preschool and parental education of the National Society for the Study of Education which is to present a yearbook in February, 1929.

Dr. Baldwin was particularly concerned with studies in anthropometric measurements of children and in the psychology of child learning but he believed that no study of children was valid unless it took into consideration the total aspect of child life: physical, mental, emotional, and social. It was this philosophy which guided him in his teaching and which has influenced those students and contemporaries with whom he worked.

LOIS HAYDEN MEEK

The New and Notable

Introducing the New Headquarters Staff

Charlotte B. Norton has accepted the position of Executive Secretary and Assistant Treasurer of the International Kindergarten Union, made vacant by the resignation of LuVerne Crabtree. Miss Norton brings to headquarters a background of experience in the field of kindergarten and primary teaching, both in public and private schools. She has had fourteen years of executive and administrative work as hostess in the Francis W. Parker School and assistant to the principal, Flora J. Cooke.

Her educational, administrative and executive experience, coupled with a gracious and understanding personality would seem to promise ideal fitness for the problems and responsibilities of her new position. Miss Norton will make her permanent residence in Washington, having resigned from her position as primary teacher in the El Paso School for Girls, El Paso, Texas.

Introducing **LuVerne Crabtree** as Editor-in-Chief of **Childhood Education**

may seem superfluous to the readers of the magazine, but not so to the members of the Executive Board of the International Kindergarten Union, who are happy to announce that, though finding it necessary to resign as Executive Secretary and Assistant Treasurer, Miss Crabtree has consented to

remain with us as managing editor of the magazine. Freed from the too arduous responsibilities of an understaffed and over crowded headquarters' office, we know that Miss Crabtree will not only be able to maintain but to raise the high level of journalistic ability which she has so ably manifested in her first two years of work for the organization.

CAROLINE W.
BARBOUR,
President.



CHARLOTTE B. NORTON

Plan for a Year's Activity in a Kindergarten Club

The work of the Battle Creek Kindergarten Club has come about in response to the belief on the part of teachers and supervisors alike that many of the principles which are fundamental to real learning on the part of children, are fundamental to the growth of teachers as well. Real learning

and consequent improvement in teaching will occur largely as teachers are given opportunity under careful supervisory guidance to actively participate in the solution of their own problems and the carrying on of their own affairs.

In outlining a plan for the activities of the club for the coming school year, three phases of the work seem to be of immediate importance.

1. The needs of the group socially.
2. Means of professional growth.
3. Means of securing parental cooperation and promoting parental education.

The work of the kindergarten club is very closely linked up with that of the early elementary group, since we shall be a part of that larger group working in cooperation with them in many of our undertakings. It is planned, however, still to maintain our identity as a kindergarten group, holding meetings once a month to consider problems which are specifically our own.

1. Social. September activities will naturally center around the teachers who will be new members of our group, in an effort to help them to become adjusted to the new situation as quickly and as easily as possible. Previous to her arrival, each new teacher will receive a letter from the chairman of her group, welcoming her to her work with us and offering her any assistance needed upon her arrival, such as meeting her at the train, helping her to secure a desirable room, etc. The first party of the year will be planned with her in mind. It will be an informal get-acquainted affair held out-of-doors, probably a wienie or steak roast, at one of the near-by lakes.

The year's program will be balanced by a number of these social activities which help to foster friendliness and group spirit, and are so essential to our happiness and well-being. One of the most delightful of these will doubtless be our annual Christmas party when, according to custom of which we seem never to tire, we bring in and discuss for an hour bits of Christmas work done by our children,—gifts, Christmas tree

trimmings, etc. Then will come dinner followed by the singing of carols, the telling of a Christmas story, and, perhaps, a Christmas tree for us, as we sit together in the firelight.

This year we will share with others of the early elementary group an important responsibility in arranging for a luncheon meeting of all kindergarten and early elementary teachers and supervisors in this district of the Michigan Education Association. At this meeting, the question of forming a state unit of all early elementary teachers will be discussed.

2. Means of professional growth. Our program committee has found it very difficult to make a selection for our professional study for the year from the many interests which challenge us. It has been decided to continue the work on Expression through Creative Activities, started last year. In last year's study of Creative Activities in Music, we considered such phases of the problem as Expression through Rhythm, Original Songs, and The Making of Musical Instruments. Out of this study grew a need of more sources of rhythms. This coming year, a committee will work on the compilation of such material, also a compilation of some of the better music for such purposes which members of the group have developed.

At least one club meeting will be assigned to further discussion of Creative Activities in Music as a means of recalling the work of last year, and stimulating renewed interest in this line of work. Following this, Creative Activities in Art will be the theme of several meetings. This will include a study of children's drawings and an exhibit of art materials suitable for use in the early grades. We will also consider some of our most outstanding problems in industrial arts, with accounts of the making of completed units of work, an exhibit of materials, tools, etc. We will bring into these meetings for discussion pieces of work which children have actually done, also books and articles which will be helpful, such as the articles in the Sep-

tember, 1927 issue of *Childhood Education*. Creative activities in different phases of Language with emphasis on the making of original poems, dramatizations, and story telling will form another unit of study to be pursued as far as time will permit.

All of these so-called "study meetings" will be carried out under teacher leadership, and, with teacher participation. They will always be guided by the help of the supervisor in definite planning of programs, suggesting sources of materials and information, and participating in the discussions, guiding them to helpful outcomes. Our art supervisor will be of valuable assistance, and it is planned to have at least one talk along this line by an outside speaker.

Each year the club undertakes some activity which requires the expenditure of considerable money. One of the best sources of funds has been the sponsoring of desirable Saturday morning movies for children. Since the grade school children have heretofore flocked in great numbers to the movies of a cheaper character, we believe that the putting on of better movies for them is in itself a worthwhile undertaking. This will be done in cooperation with other groups this year. Three uses are planned for the funds so derived;—sending our delegates, both first grade and kindergarten, to the I. K. U. meeting; providing a speaker of note for all our groups and the parents as well; purchasing a collection of choice and beautifully illustrated children's books. This collection will be divided into lots of six or eight books each, and sent to different kindergarten and first grade rooms, to be enjoyed by children and teachers for a period of two weeks for each set.

3. *Securing parental cooperation and promoting parental education.* Much of our work with parents will take place in small group meetings held in each kindergarten. The parents will be invited to spend an afternoon with us enjoying our regular work and remaining for tea and a short meeting in which problems of mutual interest will be

discussed. Sometimes, a mother or a father will be the leader, sometimes the teacher, and once in each kindergarten, the supervisor. In order to promote a better understanding and a closer cooperation between the parents and the kindergarten, it is planned that one of these meetings will be devoted to a discussion of the objectives of the kindergarten, and another to explanation of the form used for the child's progress report.

In the main, however, different phases of child health will be the outstanding topics for consideration in parents meetings, some of our local specialists in this line being invited to assist us. We anticipate that the interest created in this phase of child development will contribute to the success of our chief undertaking in parental education for the year, a lecture by one of the outstanding experts in this line whom we heard at the recent I. K. U. meetings. This lecture will be given for all early elementary parents and teachers, and it will be realized through cooperative effort of the whole early elementary group.

Another phase of work with parents will be an exhibit of desirable books for young children. This will be put on in ample time to guide mothers in their selection of Christmas books. It will be made possible, as has a similar exhibit in the past, by the cooperation of the local book shops and the publishers of children's books. An important part of the exhibit will be the lists made by the committee in charge with the help of the children's librarian, giving titles, prices, and short descriptions of the books.

Such are our plans. Some of them may never come to realization, but we have grown, even in the planning. It is hoped that the effort to reach our ideal may be an experience rich in the fruits that come from definiteness of purpose and earnest cooperative effort.

DESSALEE RYAN DUDLEY,
Assistant Superintendent.

The following local club programs are full of suggestions in planning a club program for the year.

DAYTON KINDERGARTEN CLUB, 1926-1927

September Meeting. Outing at Chautauqua. Topic, "Vacation Experiences." Committee, Executive Board.

October 18. Topic, "Speech Correction." Speaker, Mrs. L. A. Wilson. Committee, Misses Peacock, Sharp, Siebler, Baker, Withoft.

November 15. Topic, "Expression." Speaker, Miss Lucia May Wiant. Committee, Misses Rice, Rayner, Richmond, Studevant, L. Johnson.

December 13. Christmas party. Committee, Misses Mitchell, Murray, Reel, Burba, Donnley.

January 12. Topic, "Health Education." Speaker, Mrs. Alma Ruhmschussel. Committee, Misses Thompson, Baxter, Studybaker, Dean, Hartsock.

February 14. Topic, "Handwork in the Kindergarten." Speaker, Miss McLain, Oberlin College. Committee, Misses Margaret Johnson, Davis, Plocher, Cantelon, Halteman.

March 14. Topic, "Children's Drawings." Conference, led by members of the following Committee: Misses Rachel Smith, Annie McCully, Georgia Parrott, Bess Herr.

April 11. Topic, "Music. Children's Singing." Speaker, Mr. O. E. Wright. Committee, Misses Wertz, Mountstephen, Ruth Smith, Morris.

May 9. Outing. Topic, "Nature Experiences of Children." Committee, Misses Mary Littell, Sullivan, Bunnell, Kemp, Brough, Herchelrode.

TRENTON PRIMARY ASSOCIATION, 1926-1927

September 29, four o'clock. Miss Mary Lewis of Horace Mann School, New York City. "Primary Reading Activities." Y. W. C. A. Auditorium. Open Meeting.

"A program for reading, if it is to be successful, is by its very nature inseparable from the vital interests, needs and activities of the boys and girls for whom it is planned."—*Willis L. Uhl.*

October 16, nine o'clock. An Autumn Pilgrimage. Stacy-Trent. For All. Wrights-

town, Pa., Meeting House. Mr. Ely, Bucks County, Historian.

"Ladies at a ball

Are not so fine as these
Richly brocaded trees,
That decorate the fall."

—*Jean Starr Untermeyer.*

November 17, four o'clock. Book Trails. The Contemporary. Open Meeting. Children's Book Week, November 14-21, 1926.

"It's a good movement, a wise movement, a much-needed one. Pipe the song of good books and hear the rustle of children's feet through the broad land—open-minded, eager young hearts, wanting rhythm, wanting adventure, wanting to know what wonders there are that make the world go round."—*Montrose Moses.*

December 8, seven o'clock. Ye Yule-Tide Feast. Mary Gould Davis, Supervisor of Story Telling, New York Library. Ye Olde Barracks. For Members.

"Yet as I saw it, I see it again,
The kirk and the palace, the ships and the men.
And as long as I live and where'er I may be,
I'll always remember my town by the sea."

—*Robert Louis Stevenson.*

March 17, four o'clock. Mrs. Lucy Sprague Mitchell, of Bureau of Educational Experiments, New York City. Geography for Primary Grades. Y. W. C. A. Auditorium. Open Meeting.

"If I were a bird with a dear little nest
I should always be going for flights,
I'd fly to the north and the south and the west
And see all the wonderful sights."

—*Rose Fyelman.*

March 22, four o'clock. The Contemporary. Hugh Lofting. Children and Permanent Peace.

April 21, four o'clock. Prof. Hughes Mearns, of New York University. "All God's Chillun Got Wings." Y. W. C. A. Auditorium. Open Meeting.

"Think not because the chrysalis struggles that it is in need of you. O, I pray you, stay your eager hand lest you despoil its silver wings."—*Muriel Strode.*

BALTIMORE KINDERGARTEN PRIMARY CLUB, 1927-1928

Tuesday, October 11, 4.15 p.m. Kindergarten Room, Public School No. 14, Linden Avenue and Wilson Street. Miss Bertha M. Schools,

Department of Education. "The Hygiene of Food."

Tuesday, November 15, 4.15 p.m. Public School No. 14. Dr. Edgar B. Friedenwald, Child Specialist. "The Hygiene of Sleep and Exercise."

Tuesday, December 13, 4.15 p.m. Public School No. 14. Christmas Party. Miss Kathleen Akers in Charge.

Tuesday, January 10, 4.15 p.m. Public School No. 14. Dr. Lois Hayden Meek, Educational Secretary, American Association of University Women. "Mental Hygiene Aspects of Learning."

Tuesday, February 14, 4.15 p.m. Public School No. 14. Miss Ellen O'Leary, Instructor in Ethical Culture Schools, N. Y. "Wholesome Aspects of Environment."

Tuesday, March 13, 4.15 p.m. Public School No. 14. Miss Angela Broening, Department of Education. "Imagination, An Asset, A Liability."

Tuesday, April 10, 4.15 p.m. Public School No. 14. Dr. Ernest J. Becker, Principal of Western High School. "The Place of Leisure in a Balanced Life."

Tuesday, May 8, 5.30 p.m. Place to be announced. Annual Business Meeting. Original Compositions of Children. Dr. Florence E. Bamberger, Collaborator.

For a complete plan for a state program see the Biennial Report of the California Kindergarten-Primary Association (President, Julia Letheld Hahn, Department of Education, City Hall, San Francisco). The pamphlet includes the programs of two annual meeting and convention reports as well as committee reports on nursery schools, kindergarten-primary equipment, legislation, reading readiness, teacher training, administration, and supervision.

Convention of the Progressive Education Association

The Progressive Education Association, at its annual conference in New York, March 8 to 10, demonstrated its growing influence in American educational affairs as well as the ever-widening scope of its interest and activity. The variety and importance of persons in attendance and the breadth of

the program offered, suggested that the Association is offering both spiritual and practical leadership to the growing group of teachers and parents who are everywhere seeking better schools.

John Dewey, honorary president, in a notable address on PROGRESSIVE EDUCATION AND THE SCIENCE OF EDUCATION, challenged the advocates of progressive methods to combine sympathy with science in the interest of the soundest technique and the surest results. Conceding all the virtues of the newer type of schools, Dr. Dewey urged that progressives should consider how, by analysis of methods and responses, by the assembling of reports from many schools and by other measures, they may make an intellectual contribution to the art and science of education.

Not only was there a discussion of education. There was demonstration of the use of local materials in geography teaching. A most interesting program was made up of short talks by teachers, illustrated with the necessary teaching materials and the children's productions.

The dinner meeting devoted to the colleges brought forth a variety of viewpoints and the explanation of the new developments at Benington, Sarah Lawrence, Rollins, and Antioch.

Foreign education was represented by Elisabeth Rotten, who interestingly discussed German post-war reforms. Lucy Wilson showed a selection of views of Russian schools under the Soviet regime, illustrating a most interesting address.

The convention was concluded with ten group conferences on Saturday morning, which covered the whole scheme of education from nursery school to university, giving each visitor a chance to become up-to-date in his specialty. These group conferences were a welcome innovation as were the plans of having school visiting spread over the three days previous to the meetings and the holding of the exhibit at the Metropolitan Museum of Art.

MORTON SNYDER,
Executive Secretary.

Convention of the National Congress of Parents and Teachers

The seven objectives of education,—sound health, worthy home membership, vocational effectiveness, the use of the tools and technics of learning, the wise use of leisure, useful citizenship, and ethical character, were taken last year as the theme of the convention and they have become the life-time program of the organization, for under these heads may be placed all those things with which the National Congress of Parents and Teachers may legitimately concern itself.

First the preschool work, one state reports two small cities with ten new circles, another state 143 circles this year, one city reports its schools 100 per cent in preschool circles as well as 100 per cent in kindergartens.

In 1925 this organization originated the health activity known as the *summer round-up of the children*—a campaign to send to the entering grade of school (kindergarten or first grade) a class of children one hundred per cent free from remediable defects. From a small beginning of 102 local groups in 22 states it has grown until last year, 2120 groups in 44 states carried on this work.

The extension of kindergarten principles and practice in home and school, the establishment of kindergartens in our public schools, and the promotion and enactment of school laws by which in our public schools the kindergarten may become the entering grade of the school life of every child, are some of the vital aims and purposes of the Kindergarten Extension as directed by the National Congress of Parents and Teachers. Forty State Branches are now carrying on the work of kindergarten extension.

The officers elected at this the thirty second annual convention of the National Congress of Parents and Teachers, held at Cleveland, April 27 to May 5, 1928, were:

Mrs. S. M. N. Marrs, Texas, President; Mrs. Edward C. Mason, Massachusetts, First Vice-President; Dr. J. L. Butterworth, New York, Second Vice-President; Mrs. Hugh Bradford, California, Third Vice-President, Department of Extension; Mrs. A. H. Reeve, Pennsylvania, Fourth Vice-President, Department of Education and Public Welfare; Dr. Randall J. Condon, Ohio, Fifth Vice-President Department of Education; Mrs. Herbert F. Chaffee, North Dakota, Sixth Vice-President Department of Home Service; Mrs. Bruce Carr Jones, Georgia, Seventh Vice-President Department of Health; Mrs. Harry Semones, Virginia, Corresponding Secretary; Mrs. B. Elmo Bollinger, Arizona, Recording Secretary; Mrs. B. I. Elliott, Oregon, Treasurer.

MRS. WALTER L. BOWEN,
Chairman Publicity, New Jersey.

Personal-Professional

Stella Louise Wood has added to her faculty **Edith Achsa Stevens**, an alumnae of the school. Miss Stevens will be one of the kindergarten-primary supervisory group, and will also have charge of classes in Manual Activities. Miss Stevens comes to Miss Wood's school from the Kindergarten-Primary Training School of Oberlin, Ohio.

Verna Wulfekammer is the new Instructor in Industrial Art at the University of Missouri. **Irene Bloom** is her assistant. Miss Wulfekammer comes from Independence, Missouri, and Miss Bloom from Flat River, Missouri.

Helen Richardson takes the place of **Hazel Memis** as Second Grade Teacher and Critic at the Elementary School, University of Chicago. Miss Memis resigned to be married. Miss Richardson comes to Chicago from the State Teachers College, Mankato, Minnesota.

There are four new appointments to the staff of the University of Chicago for this year: **Florence Oleson** will do field work in six day nurseries and six orphan asylums. She will supervise student work in plays

and games in these institutions. **Janet Arnold** will do research work in Parental and Pre-parental education. **Chalma Filmore** and **Vera May Tyner** have been appointed assistants in the nursery group.

There are, also, four new appointments to the staff of the National Kindergarten and Elementary College: **Edith Ford**, Director or Critic for 4th Grade in Demonstration School, who comes from the Iowa State Teachers College; **Nellie MacLenden**, Teacher of Fine and Industrial Arts, who was at Teachers College, Columbia University last year specializing in this field; **Marion Case**, Director of Playground Work, Demonstration School, who comes from the University of Colorado, Northwestern University School of Speech; and **Majorie Hill**, Assistant in Personnel Department, who comes from Northwestern University.

Frances Kern has a year's leave of absence for 1928-29 and is planning to study at Teachers College, Columbia University.

The first National Kindergarten and Elementary College European tour took place in the summer of 1928, under the direction of the Temple Tours. There were fifteen members in the party including **Edna Dean Baker**, **Clara Belle Baker**, **Virginia Solbery**, **Nellie Ball** and **Annie Goodwin Williams** of the faculty. The itinerary covered six countries. Features of the trip were the visits paid to the outstanding progressive schools selected through the courtesy of Mrs. Beatrice Ensor, Director of the New Education Fellowship.

Morton Snyder's resignation as Executive Secretary of the Progressive Education Association takes effect this fall. He is to be Headmaster of the Rye Country Day Schools.

Catherine Watkins director of kindergartens, Washington, D. C., is the new Chairman of Kindergarten Extension for the National Congress of Parents and Teachers. She succeeds **Clara Wheeler** who has served long and faithfully in this capacity.

Evalina Harrington, second vice president, is responsible for an excellent report of the International Kindergarten's Grand Rapids' Convention in the May issue of the *El Paso Schools Standard*.

Sophie Champlin Borup, supervisor of kindergartens, St. Paul, Minn., in a letter to the Chairman of our Editorial Committee says, "The Kindergarten Club is giving the books for the children's library in the new Children's Hospital in St. Paul. The money is made and in the bank. We sponsored the motion pictures *Peter Pan* and *A Kiss for Cinderella* during the Christmas holidays at all the cinema houses in town."

Jane Roberts sends in copies of *The Gary Schools Post-Tribute* which contains many interesting items on kindergarten primary education. Such titles as the following are suggestive: "Tolleston School's Third Grade Pupils Learn to Know Gary," "Kindergarten Pupils are Building a House," and "Jefferson 1 B's Given Tasks in House-keeping."

"Are Teachers Tramps?" asks Joy Elmer Morgan. The Personal-Professional column indicates an affirmative answer. The transient teaching population is large. We can publish only such changes in personnel as are brought to our attention. Add to our knowledge and we will add to yours!

Book Reviews

Editor, ALICE TEMPLE

A Critical Discussion of Literature for Young Children.—The authors have prepared a very valuable book in *A Handbook of Children's Literature*.¹ It is a clear study of children's interests at various stages combined with the types of stories and poems that should satisfy these interests.

There is much good common sense in the various chapters, as will be seen in a quotation from Chapter II. A whole group misses the point of a story through the teacher leading it into a sentimental conversation after the story was told. The theme developed in the chapter is that experience should precede the telling of stories. The teacher in question told the story of the "Little Red Hen." In striving to have the children feel the experience, she asked "Wouldn't you all like to see the Little Red Hen?" The children agreed that they would and were soon engrossed in a sentimental conversation about their own virtuous achievements through which the story as a story was completely lost. It is significant to call the reader's attention to this point, as such poor discussion of stories goes on about us, but is seldom brought to light in a text book. A sane study of "Creative Return" and "Dramatic Play" will be found in chapters III and IV. These two chapters should help materially in doing away with much of the over-stimulation caused by present day over-dramatization. "Folk Literature" requires two chapters and presents an excellent study of literature for all ages of children.

¹ Emelyn E. Gardner and Eloise Ramsey. *A Handbook of Children's Literature*. Chicago: Scott Foresman and Company, 1927. Pp. x + 354. \$2.00.

A caption in Chapter VII "The Poetry that Appeals" is certainly significant to the earnest teacher, who is thoroughly concerned with this problem of selecting fitting poetry.

A survey of "Illustrated Books" is extremely valuable as well as the Historical Summary of books from 1066 to the present time.

The book closes with a bibliography of stories, poems, subject matter books, and picture books, which provides an excellent summing up of the preceding material.

A "Course of Study" is of value to the teacher in the field, as it provides against the deadly repetition so often found in printed lists of stories. The stories are graded according to interests of the children, not the teacher.

All in all, this book is refreshing in its treatment of its varied topics and should serve a wide range of teachers as it will prove of value for use in training classes, study centers, and by the classroom teacher.

KATHERINE MARTIN,
University of Chicago.

The social problems of children.—One of the most important developments in the last ten years is the increased emphasis upon thoughtful silent reading. The greatest obstacle to the development of thoughtful reading in the primary and intermediate grades has been the poverty of books that contain anything which would appeal to children as being worth thinking about. This deficiency has been particularly serious in the primary grades. To be sure, the content of literary readers has steadily improved, but there have been very few books which help the primary pupil either to raise

problems or to solve them. *The Road to Citizenship*² should therefore be welcomed to the lists of books for young children even if it did nothing more than to afford training in thoughtful silent reading.

However, both the author's preface and the content of the book itself show that it is not the purpose of the author to have the book serve merely as a text in silent reading. It is meant primarily to aid in developing certain knowledges, attitudes, and qualities felt by the author to be important to young citizens. The general plan of the book is to develop a conviction regarding certain moral qualities by means of stimulating stories and descriptions of common social situations. These stories and descriptions of situations are planned, for the most part, so as to stimulate discussion or to challenge the reader to form his own conclusion. This plan could well have been carried out even more thoroughly by the author, for while the conclusions which the children are to reach are not actually set down in the book they are sometimes clearly hinted at either by the title or by the wording of the story. Most of the situations, however, contain real problems, whose solution is neither dictated nor hinted at in the text. Indeed, in a few cases children and perhaps even their teachers will not agree regarding what is the correct course of action.

The stories and descriptions of situations are true to child life and should therefore stimulate interested and intelligent discussion. At a time when the stress on freedom and the creative impulse has become, in many places, sheer sentimentality, it is refreshing to find a book which frankly and skilfully sets out to develop on the part of the child an appreciation of the fact that he, like his parents, has obligations and responsibilities. This is a sound theory and it needs to be emphasized. The point of view and the techniques exhibited in the book may fairly be expected to carry over into other situations not treated in this vol-

ume. In fact, one of its most valuable uses should be to furnish suggestions and models by which the classroom teacher may build additional lessons for teaching pupils how to live together better.

ERNEST HORN,
University of Iowa.

A New Volume on General Methods for Primary Grades.—Some five or six books dealing with present day curriculum and methods in the kindergarten-primary field have appeared during the last three years. *The Progressive Primary Teacher*³ is the latest addition to this list. Its authors feel that it is not possible to adapt many of the newer primary programs to public school situations, hence their purpose is "to present the best of progressive technique in first-grade teaching without going to impracticable extremes."

The material of the volume is organized in three divisions. Part I, some 43 pages deals with the primary classroom, equipment and supplies. A modern classroom with its several "work centers"—construction center, play center, book table, block center, etc.—is described and justified in terms of the need of children for varied activity. When not engaged in directed work with the teacher, the children go to one or another of these centers for work or play of their own choosing.

The topics discussed in Part II, covering about 100 pages, are the kindergarten-primary child, testing and classification, management and discipline, and the personality and preparation of the teacher. The chief contribution of this division, and of the book itself, is found in the chapter on testing and classification. Here is presented an elaborate series of tests for measuring experience and vocabulary. These tests are intended "as a program for a systematic inventory of the child's vocabulary and his

² Frances R. Dearborn. *The Road to Citizenship*. Boston: Ginn and Company, 1928. Pp. 154. 68 Cents.

³ Martin J. Stormsand, and Jane W. McKee. *The Progressive Primary Teacher*. Boston: Houghton Mifflin Company, 1927. Pp. xiii + 352. \$2.40.

stock of ideas." It is suggested that the giving of these tests would probably have to be spread over the entire first semester. If such a program could be administered and really did serve the purpose for which it is intended, the results should prove invaluable as an aid in determining curriculum content for the primary school years.

The second half of the volume, Part III, is entitled "The Curriculum and Methods of Work." The first chapter of this section deals with psychology as a basis of method, types of learning, and general methods in primary work. It includes a timely warning against the tendency of "activity programs" to make all learning and especially reading and number, incidental to the child's "purposeful activity or project." The other

chapters of Part III discuss special methods of teaching reading, number, and language, with very brief treatment of handwriting, drawing, music, handwork, etc. There are no chapters devoted to such important phases of the primary curriculum as health and social studies.

The book contains much practical material in the form of games and other teaching devices which should prove helpful to the young teacher although one cannot accept all of the concrete suggestions given: for example, the inartistic handling by the teacher of a dramatization of Little Black Sambo, p. 193. On the whole, however, the book is a valuable addition to the literature of the field.

Alice Temple,
University of Chicago.

ACTIVITIES OF DIVISION OF EDUCATION, PAN AMERICAN UNION

During the year 1926-27 especial efforts were made to foster the interchange of professors and students, and particularly to increase the number of scholarships offered. Communications were addressed to about 260 universities and colleges of liberal arts and about 140 normal schools in the United States, with the result that several additional scholarship offers were obtained. At the present time scholarships covering the cost of instruction are offered to students from any of the other American republics by 54 universities, colleges and normal schools; scholarships covering instruction and part of the cost of living, by 7 institutions; scholarships covering all expenses, by 1 institution and 1 association; scholarships covering all expenses in return for the teaching of Spanish, by 15 institutions. In addition, a number of scholarships covering all expenses are offered to students from certain specified countries. As many institutions offer more than one scholarship, it is a very conservative estimate that in the United States at least 200 scholarships of varying amounts are available for students from the other American Republics who have the necessary preparation. It should be stated that in return for these offers, the Government of Mexico offers four exchange scholarships to students from the United States, and in at least one other country an effort is being made to reciprocate by establishing teaching fellowships.

Not only on the university level, but between children in the elementary schools has the Division of Education been endeavoring to foster the spirit of friendship. Short accounts of the national holidays of American republics which fall during the school year of the United States were sent to schools in a number of cities, with the suggestion that these be observed in an appropriate manner. At the instance of the United States Ambassador to Brazil, an exchange of correspondence has been arranged between the "United States School" of Rio de Janeiro and several schools in the United States. Numerous requests for the exchange of correspondence were received from schools in the United States, but it was impossible to supply the demand because not nearly enough schools in Latin America have signified their desire to exchange correspondence with those in the United States.

—From Annual Report of Director General

In the Magazines

Editor, ELLA RUTH BOYCE

The ATLANTIC MONTHLY for June has an article by Vida D. Scudder called *A Pedagogic Sunset*. Miss Scudder writes out of the rich experience of "Forty years' teaching in one women's college! It is a long retrospect." Surveying the changes which forty years have wrought, especially in the education of women, her conclusions are interesting. "Women are going, I believe, to make great statesmen. They will be busy shaping civilization itself. And this is natural. We all hope that the fostering statesmanship of the future will concern itself less with defending the nation against external enemies than with enabling the citizens to live in harmony. That is to say, it will be a sublimation of motherhood. . . . I believe that the maternal State of the future will trust its destinies to them (women) to an extent as yet unimagined, of which the appointment of police women, of women probation officers, and still more the considerable share of women in starting and conducting social enterprises, afford a foretaste." Concerning the present generation her attitude is one of wholesome hopefulness, as she believes "the situation full of promise." "The rising generation waits. But while it waits it seeks. Who can doubt that it shall find?"

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION for June. Under the heading *Interpreting Educational Needs* this journal reproduces eight posters "prepared by the Division of Publications of the N. E. A. for the recent Cleveland meeting of the National Congress of Parents and Teachers." These give in graphic form a number of facts about the public schools of our country and will be of value for any campaigns on costs.

An Elementary School Library for \$500 is a book list prepared by the librarians in the Elementary Schools of Long Beach, California providing books for children from kindergarten through the sixth grade. The books are classified under seventeen headings, and will be found suggestive. The following comment is made, "To make a library a success it is necessary to have a trained children's librarian."

CHILD WELFARE MAGAZINE for June. Under the heading *Problem Parents*, Dr. Garry C. Meyers writes of *Parents Who Are Discourteous to Their Children*. While his illustrations are taken from home situations, his conclusions will apply with equal force to the school. "Most parents are very discourteous to their children. If to their friends they were as discourteous as they are to their children they soon would have no friends." He believes that problems of discipline would be solved by politeness. "In homes where children are treated courteously, requests will come by and by almost wholly to displace commands. In such homes parents will struggle with themselves to attain the lofty level where they will not interrupt their children, will not contradict and will not talk back to them. Let us strive to be as courteous to children as we would have them be to us. What wonderful parents we then would be!"

THE JOURNAL OF EDUCATIONAL METHOD for June. *Surveys of Instruction* by Orville G. Brim, in this issue, deals with "numerous efforts to analyze classroom practice," not in critical evaluation but pointing out "certain general contributions of such studies and especially calling attention to certain

limitations and possible evil effects of their misuse." He believes that "our studies are limited by our desire for objectivity," furthermore, "we are likely to claim a too great reliability for our findings." "As a means of revealing current practice in a concise manner, for indicating problems and stimulating further study . . . such studies have distinct merit. However they are too general to aid much in supervision." He makes this very clear statement of supervision. "The purpose of supervision—the growth of the teacher to a continually finer use of her own special abilities and the school environment for the education of her particular group—can never be secured by any wholesale impersonal method."

An Analytical Study of Basal Reading Texts for The Elementary School by Mabel E. Simpson in the same journal reports in detail the plan by which such texts were chosen in Rochester. "The power to read fluently and with understanding is one of the functions of the elementary school." "There are now available data pertaining to the psychology and pedagogy of teaching reading." "These data have had a marked influence upon changing the standards of teaching reading and the preparation of reading texts." "This means that school systems interested in keeping policies and practices in line with the best in modern education must make provision for frequent reviews of recent publications of reading texts and must modify approved lists at regular intervals." The machinery to do this has been set up and used in Miss Simpson's school situation and is discussed under the headings—of Purpose—List—Procedure—Location of texts—Personnel of the com-

mittee—Classification of texts—Committee meetings—Responsibility of each member—and the Score Card. The score cards used are given and the final list as well as a bibliography, making the article a very complete picture of this solution of this problem.

THE ELEMENTARY SCHOOL JOURNAL for June contains a very useful article for teachers, particularly for those of young children on *The Control of Communicable Diseases in Schools* by Dr. Alton S. Pope. This is a careful discussion of what the teacher should know and may do about diseases in young children, from the view point of the physician. "On the whole, it is probably a sound policy for the teacher not to attempt to recognize any particular disease but to refer all children to the school physician if they show any of the following disorders: coughing, sneezing, running nose, sore throat, flushed face, rash of any kind, weakness, red or watery eyes, headache, vomiting, diarrhea, or any swelling or pain near the ears. . . . they are danger signals." The Schick test is explained and practical methods for the control of most communicable diseases are given.

A Revised List of Phonics for Grade II by Carleton Washburne and Mabel Vogel in the same journal gives the method by which in Winnetka a recommended list was developed for the second grade. The list is also given and the following comment—"In so far as phonics are justifiable in the teaching of reading, such lists should be of distinct value as showing which vowel sounds, phonograms, and initial-consonant combinations will be the most useful to the child.

Who's Who in Childhood Education

Henry Turner Bailey is Director of the Cleveland School of Art, and according to a Cleveland teacher, he is "the last word" on educational matters in that city. Mr. Bailey is now abroad on an extended tour.

Lizbeth M. Qualtrough, Assistant Superintendent of Schools of Salt Lake City, is a frequent contributor to the Utah Educational Review and other educational periodicals.

Beatrice Chandler Gesell is co-author of *The Normal Child and Primary Education* in Southern branch of the University of California at Los Angeles. Yes—she is the wife of Arnold Gesell, and also the mother of Gertrude and Katherine.

Olga Adams is director of the kindergarten in the School of Education, University of Chicago, and instructor in the kindergarten-primary department of the College of Education, University of Chicago. She is joint-publisher of the *Chart for Recording Interests and Progress in the Kindergarten*.

Amy Bowman says, in response to a request for Who's Who notes, "I am a woman without a history. My official position at the University of Utah is Kindergarten-Primary Supervisor."

Julia Wade Abbott is Director of Kindergartens in Philadelphia. Miss Abbott is Secretary of the Preschool Section of the World Federation of Education Association, and was a delegate to the Pan American Educational Conference in "Honolulu."

She is author of articles published in *Mother and Child*, *CHILDHOOD EDUCATION*, the *Teachers College Record*, and *School Life*.

Alice Dalglish, of Horace Mann and Teachers College, Columbia, is author of *A Happy School Year* and *West Indian Days*.

Greta Gray should know how to plan the nursery schools since she is a graduate in architecture from the Massachusetts Institution of Technology. Dr. Gray is now in the Home Economics Department of the University of California. She is author of



HENRY TURNER BAILEY

House and Home.

Ruth Staples is studying this year at the University of Minnesota as a fellow of the National Research Council. Last year she was Director of the Nursery School of the University of Nebraska.

Doris E. Woodrow teaches third grade in the Laurel School of Cleveland. She was formerly demonstration teacher in the Model School of Washington, D. C.

The Space for Free Speech

Have you agreed with everything everybody has said in CHILDHOOD EDUCATION during the four years of its life? We hope you are not going to accept without question the entire content during this, its fifth year. We invite you to argue with us—to discuss the debatable issues raised by contributors. If you take exception to certain points, mention it! If you can add your own "testimonial" to the trueness of certain statements—do so!

Have you found, through your own experience the truth of Miss Qualtrough's assertion that "upon the character of the room they enter will depend, to a very considerable degree, the courtesy or crudeness of the behavior of the pupils"? Do you agree that "your classroom should claim the biggest and best part of you but you won't have any biggest and best if you have nothing outside"?

Miss Adams changed her planned procedure to hold Bill in kindergarten by his interest in

teacher may turn her face, from the forward goal" is a very real danger. How is it being met in your school system?

Have you discovered the value in child study of the written record such as that which Miss Bennett kept of "Julius and John"? With the array of facts in such accessible form, can you suggest other methods of dealing with Julius and John which you feel would have gotten more immediate results?

Will the seating arrangements suggested by Miss Woodrow apply in your teaching situation? If not, will you deal with the problem? Miss Woodrow asks this question: "How can a child's discouragement and self-consciousness be avoided when he is changed from one basal circle to another in an individual subject?"

The article by Miss Gray and Miss Staples begins, "The Nursery School has become within a few years, an important adjunct to an ever increasing number of educational institutions."

Open CHILDHOOD EDUCATION with an open mind. You will be the judge of the authenticity of material. Discuss the debatable issues with *all* the readers of CHILDHOOD EDUCATION. Make your criticisms—whether adverse or in hearty endorsement—through the medium of this *Space for Free Speech*.

really pounding and sawing. Have you had a similar experience where a change in plan saved catastrophe?

Mrs. Gesell's article raises such questions as: Did the mother make a happy choice of a beginning school experience for her son? Were *all* the multiplicity of adjustments necessary? Was the boy's experience typical or was his case extreme? Does a free or a formal situation require greater adjustment?

In the April, 1928 CHILDHOOD EDUCATION M. J. Walsh says, "There is, however, one field of education in which the searcher after signs of progress may find encouragement, that of teacher training." He speaks of the modern institution for the training of teachers as giving us "just cause for optimism." Equally just cause for pessimism is occasioned by the too frequent experience of the progressive product of the teacher training institution futilely fighting traditional practice. The danger which Miss Bowman points out "that the inexperienced

There seems to be a corresponding increased interest in parental education. Is one an outgrowth of the other?

We have had but one written "comeback" to a specific item in all of last year, and that was on the cartoon in the March number!

"Dear Miss Crabtree:

"The frontispiece of the March number came to my attention at the Boston Convention and interests me very much. It is a very clever portrayal of the multiplicity of duties of the general supervisor in a vivid way, that surpasses the use of words. The range of duties, activities and relationships is indeed great.

"While at the N. E. A. meeting, I secured sufficient copies of the frontispiece to supply my class in Supervision at Buffalo. I asked them to analyze and discuss the relationships expressed. They did so and took sharp issue with two of the ideas contained in the chart. First, the location of the supervisor on a higher plane

than child, parent, teacher, special supervisor, principal, business manager and even the superintendent and board members, suggests not democracy in supervision, and not that supervision must be the cooperative undertaking of teachers, principals and supervisors.

"These principles have been so well expressed by Barr and Burton and elaborated in such phrases as 'not only teachers but principals and supervisors as well, are learners in the study and observation of classroom problems.' The same idea has also been expressed by the educational philosopher, Kilpatrick, in the Thesis, 'Growing is the great end, the growing of all together' and 'the supervisor will ever seek to extend the self-direction of the teachers.' While the 'vision' in supervision can be interpreted literally, the 'super' is antagonistic to the ideals and principles quoted above. Of course the supervisor must be superior to the children, the teachers, and, perhaps even to the principal and superintendent in her grasp of the relationship of art, the three R's, music, literature, creative activity and the project method to each other. She must also have a 'vision' (where there is no vision the people perish) of their possibilities for the growth and welfare of the child, but by no overt act, word or deed should the idea of superiority be expressed. There is a possibility also that the use of 'her' in the lower left corner of the chart implies a possession that might be resented by many teachers.

"The second possible criticism of the frontispiece is in the use of the word 'fads' in referring to some new types of teaching. The creative

movement, activity curricula, and the project method may be fads. We have been told so by many lay critics and not a few members of our own profession. I hope your magazine does not regard them as such.

"While I have not read *CHILDHOOD EDUCATION* regularly, a casual inspection of several numbers leads me to believe that the contrary is true, and that the word 'fads' was used inadvertently.

"Please do not interpret this note as meaning that I condemn your magazine or this particular frontispiece. As I stated before, I believe it has many remarkable and valuable features. I merely wish to call your attention to the two things that are capable of misinterpretation.

"Sincerely,

H. J. STEEL,
*Director of Training, State
Teachers College, Buffalo."*

We are in absolute agreement with Mr. Steel in principle. It was not our purpose to suggest superiority of the supervisor by placing her on a high cliff. Since poets have poetic license, should not illustrations have "illustrators' license"? We put the supervisor on the cliff so that she could see the entire nursery-kindergarten-primary field. We wanted to emphasize the breadth of vision required. We called it *super-vision* because it was greater than *normal vision*. The word "fads" was used inadvertently. We appreciate the correction.

L. C

The October Issue will discuss aspects of Individual Differences

KINDERGARTEN.....	ETHEL BLISS
PRIMARY.....	E. M. SIPPLE
ADMINISTRATIVE.....	LAURA TRAZEE
TEACHER TRAINING.....	EDNA DEAN BAKER
RESEARCH.....	JOHN L. STENQUIST

An Iron Tonic for Poor Circulation

The journal of the International Kindergarten Union reaches kindergarten age! Just as the guardians of the five-year-old kindergarten child feel that he is old enough to leave their tender care for an environment where he will be "on his own," so the guardians of CHILDHOOD EDUCATION, the Williams & Wilkins Company, feel that the journal is old enough to prove itself in its field of competition.

For four years our publishers have carried a magazine which, as they would anticipate of any periodical, has been a losing proposition financially. Now in this fifth and last year of our contract with the publishers we must demonstrate that the journal is vital to our public—the nursery-kindergarten-primary educators.

Our public speaks to the question:

I always read Childhood Education with a great deal of interest and count upon it to keep me in touch with the most recent advances in the nursery school, kindergarten and early elementary grades, where so much valuable educational work is now being developed. A journal like Childhood Education, which constantly explores this field and reports outstanding work, holds an enviable place in current educational literature, and will be of ever growing usefulness in the future.—Gertrude Hartman, Editor, Progressive Education, New York City.

I am very much in favor of Childhood Education. It is my first recommended magazine.—Pauline G. Staats, Lewiston State Normal School, Lewiston, Idaho.

I have been much interested in the character of Childhood Education. It seems to me that it grows better all the time. Our teachers are finding it very helpful.—Ruby Minor, Director of Kindergartens and Elementary Education, Berkeley, California.

Inclosed is my check for two dollars and renewal for Childhood Education Magazine which has proved invaluable to me in my kindergarten work. Zulema F. Stacy, Kindergarten teacher, Columbus, Ohio.

Those who know CHILDHOOD EDUCATION find it "invaluable" and of "ever growing usefulness," but there are thousands who have never seen a copy of the journal, who do not know that such a magazine exists. In time CHILDHOOD EDUCATION would doubtless, permeate the entire nursery-kindergarten-primary field, recommending itself through the quality of its content.

We have diagnosed our case and "*poor circulation*" is the verdict. We cannot wait for the magazine to recommend itself through its content. Our publishers will not permit CHILDHOOD EDUCATION to suffer chronically from an anemic condition. If its circulation is not good at the end of the year, its brief life will be cut short. We must stimulate its circulation with *nothing less strong than an iron tonic*.

A Committee on Circulation is at work on problems of administering this iron tonic—when and where to stimulate and in what size doses! The Committee consists of a representative from the International Kindergarten Union, the National Council of Primary Education, the publishers and the Editorial Committee of CHILDHOOD EDUCATION. The problem is to increase our circulation by 7000 new subscribers. The Committee will call on you for help. Do not wait to be drafted—be a volunteer!

L. C.